Rutgers

Summer Schools
of Alcohol
and Drug Studies

Advanced School of Alcohol
and Drug Studies
June 1-6

Summer School of Alcohol
and Drug Studies
June 22-27

New Jersey Summer School of Alcohol
and Drug Studies
July 13-18

1997

Education and Training Division • Center of Alcohol Studies
1997 Summer Schools of Alcohol and Drug Studies

CONTENTS

About the Center 1
Education and Training Division 2
Advanced School of Alcohol and Drug Studies 4-15
Summer School of Alcohol and Drug Studies 16-28
New Jersey Summer School of Alcohol and Drug Studies 29-38
General Application Forms 39
Advanced School of Alcohol & Drug Studies 40
Summer School of Alcohol & Drug Studies 41
New Jersey Summer School of Alcohol & Drug Studies 43
Faculty 46-47

ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen’s College, the name changed in 1855 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1924. The university currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-five programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known nationally and internationally as a leader in alcohol research, education, and training, and in the publication and documentation of the alcohol literature. The Center was the first interdisciplinary research center devoted to alcohol use and alcohol-related problems and treatment, evolving in the late 1950s and 1960s at the Yale University Laboratory of Applied Physiology and Biodynamics, directed by the eminent Yale physician, Howard W. Haggard. Haggard’s interest in the effects of alcohol on the body had broadened into a wide perspective of alcohol-related problems and he brought to Yale a number of scientists with similar interests, among them E.M. Jellinek, who became head of the new Section on Alcohol Studies. Dr. Jellinek, a noted biostatistician, became widely known for his classic studies of the etiology of alcoholism, including The Disease Concept of Alcoholism. Jellinek became the first director of the Summer School of Alcohol Studies, which celebrates its fifty-fifth year this summer.

The Center of Alcohol Studies was the leader of the movement to recognize alcoholism as a major public health problem and to have the American Medical Association accept alcoholism as a treatable illness, a policy it formally adopted in the 1950s. The increasing demand for information about alcoholism led the Center to found the Summer School of Alcohol Studies in 1943. In 1964 the Center also began the Yale Plan Clinics, the first ever outpatient facility for the treatment of alcoholism. The Yale Plan for Business and Industry, forerunner of current-day employee assistance programs, also began in the mid-1940s, in response to requests from business and industry having to cope with employment shortages during World War II.

Another of Dr. Haggard’s many important contributions to the field was the founding of the Quarterly Journal of Studies on Alcohol in 1948. This journal remains today the foremost journal in the field, and it is one of the top ten most cited scientific journals in the nation.

Over the years, Center faculty have served as consultants and experts for many important organizations and meetings, including the World Health Organization, the National States’ Conference on Alcoholism, the Monroe Commission, the Cooperative Commission on the Study of Alcoholism and the National Council on Alcoholism Blue Ribbon Panel, and helped to develop the federal legislation that created the National Alcohol Research Centers.

In 1982 the Center of Alcohol Studies moved to Rutgers University with the support of R. Bradley Smithers, the Christopher D. Smithers Foundation, Inc., and the National Institutes of Mental Health. It is located on Busch Campus in its own building, Smithers Hall, built through the generosity of R. Bradley Smithers and the Christopher D. Smithers Foundation.

Printed on recycled paper

Hardenburgh Dormitory

Foreign Student Representation at 1996 SSADS
Seimens Hall provides offices, conference space, and laboratories for biological and psychological research. Brickley and Adie Seimens Hall, an addition to the Center which opened in 1966, 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 U.S. National Institute on Alcohol Abuse and Alcoholism. In 1970 a prospective, longitudinal study of the etiology of alcoholism was instituted, measuring social, cultural, psychosomatic and genetic factors at an age when the alcoholism is clearly defined and severe enough to be accurately recorded in 1990, a five-year investigation of treatment methods of treating alcoholism received a NASC award.

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

The Division of Clinical Services integrates treatment, training, and clinical services, providing alcohol and drug consultation to hospitalized patients, outpatient treatment and employee assistance services to some of the health care professions in New Jersey. Students from psychology, social work, nursing and medicine are trained in identification, diagnosis, treatment and research methods. Current research is evaluating two treatment efficacy, examining the neurobiochemical responses to alcohol and the effectiveness of new methods of alcoholism treatment. The Division of Prevention focuses on the development, application and assessment of prevention models. This division is committed to the development of a theory-driven approach to prevention research. Such an approach entails both basic research (e.g., the identification of potential risk factors) and applied research (e.g., evaluation of interventions).

The Center of Alcohol Studies Library is one of the world’s largest collections of scientific literature relating to alcohol studies. The McCarthy Memorial Collection contains the full text of over 30,000 publications of research value. The Ralph G. Connor Alcohol Research Reference Files (CARRF) is a special collection of questionnaires and survey instruments that have been used in alcohol research.

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

EDUCATION AND TRAINING DIVISION

For over four decades the Center of Alcohol Studies has provided leadership in the education and training of professionals and policy makers. The keynoting of the programs is the summer school in alcohol and drug studies. The summer school in Alcohol and Drug Studies, an annual one-week program, will be held in June 1997. This school offers advanced-level, specialized courses to professionals. The Summer School of Alcohol and Drug Studies is an intensive one-week program of classes, general lectures and special interest seminars. The 56th annual session of this internationally renowned school will be held in June 1997. The New Jersey Alcohol and Drug Studies (NJJADS), an annual one-week program, will be held in July. NJJADS offers basic knowledge and training courses, as well as advanced courses, for interested persons and professionals whose work brings them into contact with alcohol and drug problems.

The first European School of Alcohol and Drug Studies, initiated in September 1996 in Copenhagen, Denmark, will be conducted in 1999.

Complementing the summer programs are the Continuing Professional Education Seminars in Alcohol and Drug Studies, a series of one-day workshops 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 content areas.

SUMMER SCHOOLS OF ALCOHOL AND DRUG STUDIES

"Dedication of faculty and staff to excellence and attention to personal and professional development within the ongoing community of the school are evidenced in many other training experiences I have had."

Broeseay between Brown-Duing Hall and Shuler Dormitory

"I loved the diversity of participants and think it is a sign of the strength of these programs that people come from all over the world to attend."

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

For further information contact the Division (908-445-8317).

ABOUT THE CAMPUS

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

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

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

In each school participants enroll in specialized courses and attend general lectures and special interest seminars. The courses provide an intensive immersion into areas of the participant's interest. The facilities at Rutgers offer the opportunity to hear the views and opinions of different faculty and explore other topics. Facilities and time are available during each school for participants to organize self-help groups of their choosing. In addition, optional social events (e.g., a dance, an ice cream party) are held.

The diversity of the students' experiences and interests and the sharing of the faculty create a unique and stimulating atmosphere. This year’s programs will be held — 22-26 July

Bill W., Marty Mann, Bolden, B. Bacon and others — and the traditions of the schools, the family-like atmosphere and the breadth and depth of the alcohol and drug fields as well as those new to the area. So many alumni describe the schools as such a total immersion of the mind and spirit that it is often called the "Rutgers Experience."

Room. Students are housed in air-conditioned university dormitories with line, toilets, and mail service provided. Two types of air-conditioned housing accommodations are available: (1) double-occupancy rooms with private bath facilities, or (2) single-occupancy rooms with shared bath facilities. University housing is not available for unregistered individuals.

Other Facilities. The food service area, the lecture auditorium, classrooms, libraries, and the Student Center are all air-conditioned facilities.

"This school was a wonderful experience in the many aspects of addiction studies. The diversity of topics offered and countries represented were exceptional. I would recommend this great adventure to anyone seeking new and exciting challenges."

"Rutgers provided an excellent environment for both personal and professional growth. It's an experience you won't want to miss!"
About the School

The Advanced School of Alcohol and Drug Studies, which evolved from the Addictive Institute initiated in 1905, offers advanced level courses to professionals. The Advanced School is a part of the Education and Training Division of the Center of Alcohol Studies and is directed by Gail Gleenon Milgram, Ed.D.

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

Admission

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

Costs

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

- Tuition: $470.00
- Room and Meal Plan: $265.00

There are two types of air-conditioned housing accommodations available: (1) double occupancy room with private bath facilities, or (2) single-occupancy room with shared bath facilities. Meals are served from Sunday dinner through Friday lunch.

Total: $735.00

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 New Jersey. MasterCard and VISA are only accepted for the balance on the day of registration.

Treatment facilities/governmental agencies that register five or more individuals for the Advanced School and/or the other summer schools will receive a 10% discount on the deposit, tuition total. Applications must be received at the same time for 10% discount to apply.

Application/Deposit

The application deadline is May 1, 1997, 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 sent to:

Linnea Simms, Program Assistant, AIDS Center of Alcohol Studies
Smith's Hall, Busch Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 445-4317
Fax: (908) 445-9900

"Please note: Special arrangements can be made for students who wish to take only one or two morning courses and not participate in the 4.0 CEU (40-hour) program (i.e., two courses, general lectures, special interest seminars). The certificate received by an individual who is taking only one or two courses would reflect this; that is, 1.0 CEU (10 hours) toward certification/recertification will be awarded for one course and 2.0 CEUs (20 hours) will be awarded for two courses. The cost for one morning course is $150; two courses are $300. Housing accommodations are not available to students taking this option.

Tuition Support

NEW JERSEY DEPARTMENT OF HEALTH, DIVISION OF ADDICTION SERVICES TUITION SUPPORT

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

- Applicant must 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 agencies are eligible.)
- Applicant should be planning to pursue certification in the treatment of addiction or certification as a prevention specialist or associate prevention specialist.
- The applicant's annual income should be less than $60,000.

A letter from the applicant should indicate his/her 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 39) must also be submitted.

Please note that 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, 1997. 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.

Please note: it is not necessary to include the $100 non-refundable deposit with a scholarship request.

Certificates

A certificate of attendance will be awarded to each person who successfully completes the program. Rutgers University has granted 4.0 Continuing Education Units (CEUs) for this program. The 4.0 CEUs (equivalent to 10 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 4.0 continuing education hours.

"A terrific place to learn, share, and meet the greatest people on this planet. Friendly atmosphere. The entire week was well planned."

"I found the school very energetic, warm and friendly."

Daily Time Schedule

Monday-Friday

8:00 - 12:00 a.m. Class
12:15 - 12:45 p.m. Class
1:30 - 3:00 p.m. Lunch
3:30 - 5:00 p.m. General Lecture
5:30 - 7:30 p.m. Special Interest Seminars
7:00 - 8:30 p.m. Dinner
8:30 p.m. Special Interest Seminars

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

Students are expected to register for two courses. The courses should be in the student's special areas of interest and qualification. Each course will meet for two hours per week for a total of 14 hours (7 credits) in Medical Aspects of Adolescence (Course No. ADV01), The Development of Self (Course No. ADV100) and Consultation for Transgender (Course No. ADV200) and The HIVing House Experience course (Course No. ADV300). At least two courses meet for four hours per week for a total of 28 hours. Students who complete any of these courses will take only one course. Times are 8:00 a.m. to 10:00 a.m. and 10:15 a.m. to 12:15 p.m. courses are grouped by time frame.

8:00 A.M. - 10:00 A.M. (ADV01 - ADV02)

ADV01 Medical Aspects of Adolescence
(Primarily for medical students and physicians. Both 8:00 and 10:15 a.m. sessions required.)
Instructor: J. A. Sokolowski
This is an introductory course for physicians and medical students interested in clinical problems of young people who have alcohol, tobacco, and other drug problems. Topics considered include: the etiology of addiction; its clinical course, and treatment and detoxification; the role of the clinician in the legal community; justice, clergy; alcoholics in the justice system and drug abuse; and the role of the counselor in working with children and families affected by alcohol or drug use.

8:00 A.M. - 10:00 A.M. (ADV02)

ADV02 The Development of Self
(Both 8:00 and 10:15 a.m. sessions required.)
Instructor: Bruce Caruth
Comprehensive changes in identity, potency, boundaries and security are characteristics of a well-developed self. This course explores how we can enhance these attributes in ourselves and our patients, in our clinical work and in our personal experiences. The course will be presented in a didactic format utilizing slides, video, handouts and other teaching aids.

ADV03 Addiction: Counseling for Transformation
(Both 8:00 and 10:15 a.m. sessions required.)
Instructor: Carol J. Messner
Following the initial recovery phase, many clients report involvement in repetitive cognitive and behavioral patterns similar to the types of addictive behaviors with which they have ineffective or negative effects. This cycle is sometimes a result of external changes that are not accompanied by internal transformation. This course will explore the elements of repetitive behavior and its effects on the client and the therapist. The course will focus on the treatment of addictions, transitional approaches to emerging addictions and time consuming interventions. This course will explore the relationship between addictive behaviors and the development of self-esteem and self-esteem and self-control. The course is geared to assisting clients in developing strategies to overcome addictive behaviors, and societal barriers in order to become effective health advocates.

ADV04 The Halfway House Experience
(Both 8:00 and 10:15 a.m. sessions required.)
Instructors: P. A. Reis and Patricia A. Reis
This course will provide a history of the halfway house movement in America as well as a comprehensive overview of the multitude of programs in existence today. It will cover topics such as: meaning and current status of halfway houses; drug related problems; and drug and alcohol issues.

ADV05 Promising Prevention Strategies for Youth and Their Families
Instructor: Thomas Griffl
This course will review promising prevention strategies currently in use in schools and community-based programs including: family, school, and community preventive strategies; and violence prevention programs. Prevention models will be reviewed, the role of the family in the prevention process, and the role of the community in the prevention process. The course will cover key issues such as: the prevention of violence and violence prevention programs available through the Internet will be discussed and relevant worldwide web sites will be briefly reviewed.

ADV06 College-Based Strategies
Instructor: David A. Ansley
What are colleges and universities doing to address drug and alcohol concerns on their campuses? What works? What is most promising and what is most appropriate? This course will provide a close and careful look at college initiatives over the past 20 years. It will examine the current state of the field in terms of goals, strategies, and models that have been developed to address these issues. The course will include presentations on the needs of college students, the role of the campus community, and the role of the community in supporting college students.

ADV07 Chemical Dependency and Compulsive Behaviors
Instructor: Robert J. Seifert and William T. Noott
Current research indicates that there are two types of chemical dependencies, one involving chemical dependency and the other involving compulsive dependency. These two primary types of chemical dependencies have distinct social, psychological, and biological differences. Recent research has revealed that 70% of residential chemical dependent patients suffer at least one compulsive behavior and are therefore at risk for relapse. The course will cover the effects of alcohol and drugs on the body, the role of genetics and environmental factors in all areas in on integration — personal, interpersonal and community. The course will cover the effects of chemical dependency and compulsive behavior.

ADV08 Community Advocacy and Coalition Building
Instructor: John Foust
This course is designed to enhance advocacy and coalition building skills of those involved, or interested in being involved, with community health issues. The course will present organizational strategies and techniques to build awareness, and to develop coalitions and strategies to enhance the impact of social work advocacy in the community and at the state level.

ADV09 Cultural Perspectives: A Prevention and Counseling Reality
Instructor: Ronald T. Piotz-Szulman
Alcoholics, addicts and affected family members from chemically dependent families all score highly on standardized measures of stress. Addicts and drug users are at greater risk for alcohol intoxication, addiction, anger and aggression. Why do some people respond positively to their anger, while others respond negatively when they quit drinking, while others stay just as mad as ever and refuse to change? This course will cover the theories and case histories that have been developed to answer these questions in this course. In addition, ten anger styles will be described along with appropriate therapeutic interventions.

ADV10 Exploring Addiction Treatment and Personality Disorders
Instructor: Robert J. Seifert
An in-depth look at personality disorders will be presented. Developmental issues of the addict will be explored. Treatment issues in chemical dependency will also be explored. An in-depth look at personality disorders will be presented. Treatment issues in chemical dependency will also be explored.

ADV11 Addiction and Spirituality
Instructor: Dennis McBurrough and Craig Niffin
If addiction is a spiritual illness then it must be (1) keep that it is spiritual in depth to within the person, and (2) attack the mind and the person. This course will be interested in the specific spiritual needs of those affected. The course will be interested in the specific spiritual needs of those affected. The course will explore the relevance of these needs to the addictions process and the effects of this on an individual will be examined. The essence of recovery, what the principal elements of recovery are and why their healing power will also be covered.

ADV12 Anger All the Time
Instructor: Ronald T. Piotz-Szulman
Alcoholics, addicts and affected family members from chemically dependent families all score highly on standardized measures of stress. Addicts and drug users are at greater risk for alcohol intoxication, addiction, anger and aggression. Why do some people respond positively to their anger, while others respond negatively when they quit drinking, while others stay just as mad as ever and refuse to change? This course will cover the theories and case histories that have been developed to answer these questions in this course. In addition, ten anger styles will be described along with appropriate therapeutic interventions.

ADV13 Exploring Addiction Treatment and Personality Disorders
Instructor: Robert J. Seifert
An in-depth look at personality disorders will be presented. Developmental issues of the addict will be explored. Treatment issues in chemical dependency will also be explored. An in-depth look at personality disorders will be presented. Treatment issues in chemical dependency will also be explored.

ADV14 Dual Diagnosis: The Drive for Integrity
Instructor: J. Caleb Childs
This course is a comprehensive introduction/review of dual diagnosis (chemical dependency and psychiatric) disorders, including areas of assessment/diagnosis, New Jersey's "Biopsychosocial Model of Addiction," DSM-III-R classification, ASAM levels of care, psychopharmacology, a step down approach to dual diagnosis treatment and 12-step integrated treatment. The emphasis in the course will be on integration — personal, interpersonal and community. The course will cover the effects of chemical dependency and compulsive behavior.

ADV15 The Cocaine/Alcoholism Connection
Instructor: M. A.ella McCall
Material will be presented about cocaine in all of its forms, including crack: the history of its use, current incidence and interventions, its short-term and long-term effects, and the problems that result from its use in general and as related to the route of administration.

Information will be provided about cocaine use and abuse, including the effects on users and alcohol and cocaine, between cocaine users and alcohol users, and between cocaine dependence and alcoholism will be discussed, as will the treatment implications for these differences. Information will be presented about the treatment and prevention of these differences, including the effectiveness of treatment approaches related to speed of progression, denial and identification, issues of personalization, family dynamics, self-investment and the provision of treatment, staff, concurrent use of other drugs, earliest appearing problems, and treatment issues specific to cocaine (Addiction, Special attention will be paid to those characteristics of the cocaine addicts)
that cause difficulty during treatment and appropriate caregiver resources, and comprehensive recommendations for treatment pro-
gramming will be made.

AV16 Drug and Alcohol Treatment That Uses Solution and Narrative Ideas
Instructor: Michael J. Thieba
This workshop covers the core ideas and techniques of solution-oriented and narrative therapies as they apply to alco-
hol and other drug (AOD) treatment. These concepts and inter-
ventions are designed to help clients move from the self-centered process and the way they have the potential to revolutionize the field. The course will cover the use of these techniques and how they are approaches based and then compare them to the traditional alcohol and other treatment strategies. Much of the time will be directed toward the techniques and how the client's experiences and change their relationship to the past, and how, as helpers, we can integrate a "non-violent," spiritual approach into our work with others.

AV20 Psychoanalytic Approaches in Working with Alcohol and Other Drug Dependent Clients
Instructor: Eileen R. Isaacs
This course will focus on a framework for understanding psychoanaly-
tic theories as they apply to therapy with alcohol and other drug dependent clients. Topics include understanding chemical dependency, client's readiness to change, assessment and intervention using case material will be addressed. Participants will develop an understanding of:
(1) the psychoanalytic theory of alcohol and other drug dependency using the four psychologies, and (2) how the clinician works to help the client make the best use of the intervention strategies and help others recover. Each fundamental steps of treat-
ment are also introduced.

AV21 Alcoholics Anonymous History and Research
Instructor: Erinn Kauz
Even in the midst of a growing variety of studies, many people in the field continue to call for further research on Alcoholics Anonymous. Two strategies can help to bring these two areas and incor-
porate recent findings: (1) seeing those studies in the context of earlier research on both alcoholics and Alcoholics Anonymous, and (2) understanding the continuities and changes in AAs own story. As these influence investigators.

AV22 Creative Therapy in Recovery Counseling
Instructor: Patricia S. Potter-Blenn
This course focuses on creative counseling techniques for work in addiction counseling. Students will learn about members from adults and children and the process of addiction. Years in the industry differ and clients identify their own belief systems and understand how these beliefs impact their personal life and influence their profes-
sional practice. The course will be a chance to learn and share their experiences with others. Areas to be treated include: studies of outcome, exploration of the affiliation process, cataloging of member characteristics and expectations of recovery counseling, role of the program, and as such per-
odically emerging topics as AA and women, AA and African American, young people, AA and H.A.S., and unsuccess-
ful, and successful others.
The class will conclude by discussing suggestions for both con-
ducting and evaluating future research on Alcoholics Anonymous.

AV23 Adolescence and Identity
Instructor: Madeline Current
In order to develop a sense of oneself as an adult with our own identity, we need to understand what contributes to the anti-
drug abuse and the prevention of social development tasks of early adolescence and difficulty with the physical, mental, emotional and social chal-
ergles of adolescence. This workshop will cover the horizon of

AV23 Families in Relapse, Families in Crisis
Instructor: Claudine A. Blackburn
Throughout the history of addiction treatment, families have been an important source of support and also a point of tension and frustration for patients. This course will cover the dynamics of relapse, includ-
ing the issues related to the addict returning to the chemical or family members returning to old patterns of behavior. This train-
ing program is intended to help professionals in the chemical dependency field an opportunity to gain practical experience in techniques to address relapse issues within the family and mar-
tial context. This is an experiential classroom in which participants will learn specific family relapse intervention skills and treat-
ment techniques through role play, scripting, and group exer-

AV24 Cognitive-Behavioral Strategies for Early Recovery
Instructor: Jack M. Skibit
The future of addiction treatment will be directed by a new model that incorporates the best of what we understand and the best of how we can help clients move through the stages of change. We will begin by exploring the Prochaska-Di Clemente-
Norcross model of change in recovery. We will then situate in the change process these theories and principles, and the goals, and objectives for addressing it. In the first session, we will look at the theory and pract-
ices of motivational interviewing strategies and discussion about strategies and alcoholism counseling. We will then look at the theory and practice of motivational interviewing strategies and discussion about change, counseling, the importance of group processes and prac-
ces for the future of alcoholism treatment. We will then explore the integration of cognitive-behavioral and 12-
step-based approaches. We will explore the use of the book of the thin conflict, such as antidepressants and anti-
xiety medications, in early recovery.

AV25 The Psychology of Affect, Emotions, and Family
Instructor: Charles L. Wheatfield and Barbara Harris Whitfield
Learning more about our inner life is important in the process of recovery. This workshop will help us try to learn a foreign language. This is especially so in the areas that are most difficult to "get" and often harder to apply in our everyday life.

In this advanced course, some of the psychodynamics of feel-
ings are to be described. We will look at the "painful" emotions, such as anger, fear, anxiety (including resentment), guilt, soci-
al, and so on, and learn to use these emotions as a part of our recovery process. As examples of enjoyable feelings, some aspects of the psychology of joy, serenity and well being will be described.
ADV29 Understanding the Dynamics and Content of Intimate Relationships
Instructor: Richard M. Halvorsen

Intimacy in a relationship is certainly more than sexual involvement. True intimacy requires intense emotional sharing and almost complete self-disclosure. True intimacy requires ultimate trust. In this course, participants will learn five distinct domains of an intimate relationship and how to nurture each of these qualities within themselves. Participants will explore and discuss how intimacy coincides intimacy and how this damage can be repaired during the recovery process.

ADV30 The Survival and Growth of the Counselor in the Addiction Field
Instructor: Raymond B. Dreifus

The survival of the line counselor is the current charging trend of the addiction field will be reviewed. The increasing number of counsel cases and the need for direct service delivery are the focus of this workshop. The counselor is the key to clients recovering from an addiction.

ADV31 Clinical Supervision in Alcohol and Drug Abuse Counseling
Instructor: David J. Powell and Mary E. 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, conceptual frameworks, methods of supervision, and special techniques of supervision. Attention will be given to the practical aspects of clinical supervision.

ADV32 What Supervisors and Counselors Need to Know to Maintain Clinical Integrity and Personal Safety in the Managed Care Environment
Instructor: Asa Crenshaw and James F. Barner

This course addresses the fact that economics will be the driving force in healthcare delivery for the foreseeable future. Participants will learn how to operate successfully in a managed care environment, which requires expert clinical knowledge and experience, and effective case management skills, as well as the ability to be flexible in providing individualized treatment services.

ADV33/ADV34 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

Local communities throughout the United States have created partnerships, coalitions, alliances, collaborative networks, and other organizations of individuals and organizations who are working together to achieve a common goal of improving community systems. The purpose of this workshop is to focus on the role of public relations as a way of building support for key issues and initiatives. Local issues will be discussed and a plan for a successful campaign will be developed.

ADV33/ADV34 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

This is an introductory course for physicians and medical students interested in clinical work with patients who have alcohol, tobacco or other drug (ATOD) problems. Topics considered include: the etiology of addiction; its clinical course, typology and treatment; the impact of ATOD misuse on family, friends and significant others; current research on ATOD disorders; the impact on financial support and depend on volunteer time and in-kind contributions of members. The purpose of this course is to examine the question: What are the lessons being learned by these community-based prevention coalitions?

ADV34 Community-Based Prevention Strategies: Promising and Pitfalls
Instructor: Thomas Griffin

The course will identify promising strategies and approaches being used, community-based strategies and effective planning and implementation, and evaluation procedures and pre-implementation evaluation testing both coalition processes and outcomes. Examples of a variety of approaches to prevention will be considered, including youth-focused efforts; school-based curricula, electronic games and other interactive strategies; and community and organizational strategies that include multiple approaches.

ADV35 Evaluation for Impact
Instructor: David S. Anderson

Increasingly, alcohol and other drug prevention programs planners are being called upon to document their programs in achieving their objectives. In an era of vastly diminishing resources, heightened accountability and a struggle to identify promising strategies, careful attention to the documentation of cost-effective approaches is essential.

ADV36/ADV37 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

This course will focus on the political process that clarifies program priorities, clarifies hypotheses and assumptions and prepares the participant for the program planning and evaluation procedures and pre-implementation evaluation testing both coalition processes and outcomes. Practical implementation issues will be shared, and strategies for sharing and disseminating evaluation findings will be identified.

ADV36/ADV37 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

This course will provide a historical perspective on the half-hour move- ment in America as well as a comprehensive overview of the topics of programs. In addition to the major topics, the course will explore and discuss how to start a half-hour show; half-hour as an extended treatment alternative; California recovery houses; custody and/or child custody in alcohol and drug rehabilitation programs; and return to work therapy programs and programs for pregnant women.

ADV37 Community-Based Prevention Strategies: Promising and Pitfalls
Instructor: Thomas Griffin

The purpose of this course is to examine the question: What are the lessons being learned by these community-based prevention coalitions?

ADV38 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

The course will identify promising strategies and approaches being used, community-based strategies and effective planning and implementation, and evaluation procedures and pre-implementation evaluation testing both coalition processes and outcomes. Examples of a variety of approaches to prevention will be considered, including youth-focused efforts; school-based curricula, electronic games and other interactive strategies; and community and organizational strategies that include multiple approaches.

ADV39 Extraordinary Society: Promoting Executive Education
Instructor: Thomas Griffin

This course will focus on the political process that clarifies program priorities, clarifies hypotheses and assumptions and prepares the participant for the program planning and evaluation procedures and pre-implementation evaluation testing both coalition processes and outcomes.
ADV36 Therapeutic Strategies for Hispanic/Latino Clients
Instructor: Margaret A. Gage
This course will begin with a discussion of the sociologic and economic role Hispanics play in New Jersey. Topics will include: Hispanic culture, the process of acculturation, in order to make an appropriate intervention; sociologic, psychologic and psychological impact of migration; and taking advantage of Hispanic cultural traits during treatment. This course will sensitive participants to the Hispanic cultures; enable them to identify the degree of assimilation of Hispanic individuals on our own campuses; integrate theory and practice; and make participants to use cultural and traditional values in facilitating client recovery.

ADV37 The Health Aspect of Addiction: Using Nutrition as a Preventive and Treatment Tool
Instructor: Gayle R. Hamilton
Nutrition (brain health) appears to have a direct-line relationship with drug abuse. The brain is saturated with the chemicals needed for managing sleep/wake cycles, mood and energy, drugs and alcohol appear to beavers; as brain health diminishes, the risk level of developing addictive behavior increases.

ADV38 Neuropsychopharmacology: Networks and Behaviors
Instructor: John Brock
Neuropsychopharmacology is the fascinating study of the interrelationship between drugs, the central nervous system and behavior. This course will cover the history of psychopharmacology and introduce the most recent and interesting scientific discoveries. Specific topics to be covered will be: pharmacokinetics and mechanisms of drug administration, distribution and elimination; functional and general anatomy of the brain; the molecular basis of drug action. Drugs to be discussed include: alcohol, therapeutic medications (e.g., antipsychotics), psychostimulants, and opioids. Case studies will be presented to reinforce the theoretical knowledge and explore the causes of drug abuse.

ADV39 Addressing Tobacco in the Treatment of Other Addictions
Instructor: John Stott, Diane Lindberg, Bernice Onofre and Jacqueline Shirkov
This course will review the problems and opportunities for addressing nicotine dependence among patients in treatment for other substances. The course will focus on the significance of tobacco use about dealing with tobacco issues and treating nicotine dependence in a variety of treatment settings. Treatments aimed at motivatating smokers to quit, and strategies for maintaining abstinence will also be covered. The course will present a treatment rationale and practice guidelines based on the pharmacologic, social and cultural fac-

ADV40 Treating Sicker Patients in Less Time with Less Reimbursement Using the ASAP FPC-2 (Proven Quality Assessment in a Managed Care Environment)
Instructor: Gerald D. Shuman
The course will present the history that led to the impact of managed care in chemical dependency treatment and the need for, and development of, patient placement criteria. Included in class discussions will be information about various length-stay models; program drivers vs. clinically driven treatment; the need for more intensive treatment interventions to deal with patients in groups or individually and for different levels of care. Participants will learn about and actually apply the new ASAP Patient Placement Criteria for the Treatment of Substance-Related Disorders (ASAP FPC-2) using case studies. Training in assessment utilizing the six ASAP Dimensional Criteria will be provided, including the assessment of the "relapse". Participants will also learn how to provide appropriate treatment to current patients/clients presenting with serious psychopathology.

ADV41 Brief Interventions for Alcohol Problems: Rationale, Theory and Technique
Instructor: Michael J. Tisch
This course is designed for experienced clinicians. This course focuses on the theory and clinical applications of brief intervention. An understanding of alcohol dependence through early identification and brief intervention with non-clinical populations is needed. The course will provide participants with a foundation in the research literature on brief intervention and will familiarize them with methods for early detection of problem drinkers and with cognitive-behavioral motivational approaches to intervention with non-dependent populations on a variety of settings. Attitudes towards brief interventions may be critical to the development of effective programs.

ADV42 Solution-Focused Treatment of Survivors of Sexual Abuse Who Are In Recovery from Addiction
Instructor: Cheryl Stemann
This course is designed for clinicians and to gain understanding of survivors of incest and other sexual abuse who have a history of abuse. The course will focus on the significance of dealing with issues and traumas in a variety of treatment settings. Treatment aimed at motivatating survivors to quit and strategies for maintaining abstinence will also be covered. The course will present a treatment rationale and practice guidelines based on the pharmacologic, social and cultural factors that have made this problem difficult to address, as well as on the variety of knowledge and experience gained in working on this issue. The course will focus on various interventions and strategies that are designed to minimize collateral substance abuse and its consequences. Through lectures, demonstration sessions and role-plays, participants will learn and practice techniques to identify and intervene in the problems of substance abuse on college campuses.

ADV43 Action Methods and Addiction: Creative Group Techniques
Instructor: Barbara Lynn Eigensman
This interactive course will provide an array of culturally appropriate, educational, skill-building, experiential activities drawn from a wide variety of creative group therapy modalities. Participants will be exposed to a variety of innovative, hands-on techniques that are highly effective in maximizing interactions with the group. The course will focus on the following groups: face-to-face interactions; group formats; group exploration of defensiveness; the group-focused; group discussions aids in a supportive and non-threatening manner.

At the conclusion of the course, participants will have an understanding of many creative techniques, incorporating theories and activities from art therapy, Gestalt therapy, brief therapy, family therapy, cognitive therapy, imagery, psychodrama, sociometry, and will have gained a renewed sense of spontaneity, spirituality and energy to share with their groups.

ADV44 Gestalt and the 12 Steps as Therapeutic Tools for Counseling the Chemically Dependent and Family
Instructor: Thomas C. Dennis
This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt in the treatment of chemical dependency and co-dependency. Participants will learn about the therapeutic effects of the 12 Steps and how they relate to Gestalt theory and practice. The course will provide a primary forum. Lectures, case studies, discussions, role play and individual and small group experimental work will be used. Participants will have the opportunity to work with patients, clients and observers.

ADV45 Being, Belonging and Doing: Critical Aspects of the Shame/Pride Experience
Instructor: Ronald Poston-Allen and Patricia Poston-Allen
Shame and pride experiences deeply affect the psychological well-being of all people. To be affected by these conditions is an experience that affects our own or family members' chemical dependency. We will discuss the theories of shame and pride and the core needs to: belong to, and belong and to do (existential, social and efficacy shame/pride). Academic models and experimental methods will be used to explore these concepts.

ADV46 The Addictive Process and the Family
Instructor: Craig Nehez
This course will start by exploring the elements and principles that make up a healthy functioning family. Then the course will lay the foundation for how addiction affects the family system and explore how the family system is affected by addiction. Special attention will be given to the addictive process and how the family is affected by the addictive process. And how the addictive process may affect children differently according to their developmental stages. To really help the family system, the course will examine the effects of the addictive process and the family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened to the family. Please note: the course will be 30% experimental in nature.

ADV47 Substance Use and Abuse by College Students: Creative Approaches to Prevention and Treatment
Instructor: Lisa Leitman and Richard L. Powell
The course is designed to provide participants with a basic understanding of the campus-based approaches to substance abuse prevention and treatment. Specific emphases will be placed in three areas: (1) campus alcohol and drug policy; (2) education, training and prevention; and (3) clinical intervention. Participants will be exposed to an array of innovative, hands-on techniques that are highly effective in maximizing interactions with the group. The course will focus on the following groups: face-to-face interactions; group discussions; group exploration of defensiveness; the group-focused; group discussions aids in a supportive and non-threatening manner.

At the conclusion of the course, participants will have an understanding of many creative techniques, incorporating theories and activities from art therapy, Gestalt therapy, brief therapy, family therapy, cognitive therapy, imagery, psychodrama, sociometry and valuer, and will have gained a renewed sense of spontaneity, spirituality and energy to share with their groups.

ADV48 Adolescent Violence and Family Dynamics: A Potent Mixture
Instructor: Claudia A. Blackburn
Often, the attention on family violence focuses on spouse battering, not on the family violence that is directed by youth. When you are turning toward violence to resolve conflicts inside and outside the home, this experimental course examines the pattern of physical abuse that can occur among family members. As the participant, you will have an opportunity to explore the progressive stages of violence and its impact upon adolescent and family development.

The course will highlight the dynamics of violence, family development and techniques of intervention using experimental and didactic presentations.

ADV49 Making Sense of Our Emotions in Recovery
Instructor: Jack M. Selhick
Do you have a framework to systematically address client emo-
tional needs? After you have identified and addressed each major emotion so that we can apply specific therapies. Through an experimental class process, we will explore a model that relates 10 emotions to the personal meaning we give to events and conditions in our life. We will explore: (1) haris emo-
tions; (2) guilt/shame; (3) existential emotions: anxiety about the self, guilt, shame; (4) emotions in unfavorable conditions: relief, hope, sadness, depression, participator in the social/ moral world. We will discover: (1) how emotions are associated; (2) how emotions are managed; (3) how emotions are conditioned; (4) how perceptions are conditioned; (5) how our condition is conditioned. We will discover: (1) how our perceptions are conditioned; (2) how our behaviors are conditioned; (3) how our attitudes are conditioned; (4) how our behaviors are conditioned; (5) how our attitudes are conditioned. We will discover: (1) how our perceptions are conditioned; (2) how our behaviors are conditioned; (3) how our attitudes are conditioned; (4) how our behaviors are conditioned; (5) how our attitudes are conditioned.

ADV50 The Art and Psychology of Humor in Addiction Recovery
Instructor: Raymond P. Drivelos
Humor has been used by experienced therapists as an effective tool in the process of recovery from addiction. The role of humor in addiction recovery has been identified by a number of researchers and addiction counselors have been using humor as a counseling tool that can enhance or retard the recovery process. A working definition of humor will be presented, followed by a review of the uses and categories of humor. Developmental techniques to use humor in progressive recovery and appropriate humor use to enhance the Jelinek chart of recovery. Self-assessment and current use of humor in the counselor's life will be explored; remedial work for the "humor impaired" will be addressed. The course will focus on the use of humor and humor work as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.
ADV54 The Spiritual Psychology of A Course in Miracles for Counselors and Therapists
Instructor: Elizabeth C. Rodriquez
Barbara Harris Whitfield
With an increasing number of people who are in recovery exploring and using the spiritual psychology of A Course in Miracles, it may be important for counselors to know more of what it is about and how it can be helpful. In helping us to look inside ourselves and to let go of illusory suffering, the course offers hope and new understanding. Who am I? What am I doing here? Where am I going? (4) Does a person who has been in recovery, who has used mindless coping mechanisms, have a grasp of the course on the level "What is infinitely close?"
Instructor: Dashiell A. Hall
This course focuses on the dynamics and content of committed relationships: a study of the dynamics between partners, the consequences of childhood experiences and the development of the model of intimacy. This course will explain the typical context of successful intimate relationships and discuss the strategies for generating such content.
ADV55 Family Wellness: The Survival Skills for Families in Recovery
Instructor: Robert R. Porcher
When one or more family members are in recovery, the whole family needs to learn new skills. \"Family Wellness\" is a communication training program for recovering families. The course is structured around the concept of change in families and is designed to teach members of the family how to cope with change in their lives. The course is taught by a licensed counselor and is designed to help families deal with the challenges of recovery.
ADV56 Post-Traumatic Stress Disorder and Addiction
Instructor: Madeline Cren
Post-Traumatic Stress Disorder (PTSD) develops in response to intense trauma situations in which one is rendered powerless and where great danger is imminent and where great danger is imminent. PTSD and addiction often occur in the same individual. PTSD can begin using substances (i.e., drugs, alcohol, or food) in order to control the symptoms. The course will focus on the impact of PTSD on the individual and the family. The course will provide an understanding of the substance, the trauma and the addictive behavior. This course will look at how PTSD manifests itself physically and emotionally in the body and how it can be treated.
ADV60 What Are Professional Responsibilities of the Substance Abuse Counselor Volunteer (Changes Every Day?) (Is This Treatment or Is This Wall Street?)
Instructor: Ann Creedy and James R. Kent
Keeping your sanity and preserving your professional integrity while safeguarding the best interests of the client is the focus of this course. The course presents theories and provides guidelines for the volunteer counselor in these changing times. The themes that underlie our ethical standards as a field and how these standards stand out in the present healthcare environment are examined.

Healthcare generically, and clinical dependency specifically, has experienced a transformation within the last five years, with even more changes expected to come. Changes in itself, produces difficulty and anxiety for many people, but a revolution in understanding addictive behavior is taking place within our own self and in its staff person's lives. Participants receive a historical perspective on the development of clinical dependency and recent developments in the field of governance/employer provided benefits, some type of change is inevitable and inapplicable; how 119 is used and what it is used for. Understanding these changes, providers can still function in a healthy and rewarding manner in this cost-containment environment. Participants will use various activities to conduct self-evaluations of their performance in relationship to operating by a defendable code of ethics, understanding how to effectively utilize clinical supervision, and how todeviate a personal or professional growth plan to promote their own personal development and growth.
ADV91 Drug and Alcohol Testing in the Workplace
Instructor: Jena Deen
This course provides an overview of the Drug Free Workplace Act of 1988 with a concentration on the role of drug and alcohol testing as a tool for the promotion and intervention of substance use in the workplace. The effectiveness of drug testing as a risk management tool will be reviewed, as will the relevance of federal and state mandates. Testing within Fortune 500 companies and current efforts to implement programs in mid-size to small-sized companies. The essential reference to forms to develop an effective drug and alcohol testing program will be identified with program sample applications. The course will also explore federal and state regulations that mandate drug and alcohol testing requirements within the U.S. Department of Transportation for certain personnel. The role of the school counselor in the development of a drug testing program within the school setting will be explored. The DOT program will be highlighted and include referral opportunities for client assessment, evaluation, counseling, clinical drug testing and return to duty activities.
ADV20 Management of an Outpatient Drug and Alcohol Clinic
Instructor: Charles L. Byrnes
This course is for owners, managers and clinical supervisors of outpatient drug and alcohol clinics. The participants will learn skills necessary to manage an outp
Summer School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The Summer School of Alcohol and Drug Studies was founded at Yale University in 1938 as the National School of Alcohol Studies and moved to Rutgers University in 1965. Dr. P. J. Jellinek, Sc.D., was the school's first director. Howard W. Haggard wrote that the school was "designed 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, alcoholism; its social problems, and physical and mental strain, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism. The first school had 80 students, down from the 1937 total of 147. The 1967 Summer School of Alcohol and Drug Studies will be the fifty-third annual session. The director of the school is Hal G. Nelson, M.D.

Over the years, students have attended the school from each of the fifty states, the twelve Canadian provinces, and forty other countries. The school includes participants who have played pioneering roles in the establishment of programs of treatment, education, and research. With the sponsorship of the Center of Alcohol Studies, Rutgers, State University, New Jersey, the school has provided professional training for a new generation of alcohol and drug abuse specialists.

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

The emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features a strong program of general lectures and special interest seminars to support and supplement the core course work. In addition, students have access to the outstanding resources of the Rutgers, State University of New Jersey, libraries, located in Brinley and Adelene Shimer Hall.

Admission

Enrollment is limited. Applicants will be expected to meet the following minimum criteria for admission: (1) completed graduate education; (2) professional qualifications such as those of physician, nurse, social worker, psychologist, teacher, or clergyman; (3) successful completion of a course in alcoholism, or public health work; (4) completion of the alcoholism and drug use history at the time of application; or (5) attendance at one of the 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

<table>
<thead>
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<th>Costs</th>
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<tbody>
<tr>
<td>Tuition*</td>
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<td>Room and Meal Plan</td>
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<tr>
<td>Food plan</td>
<td>$75.00</td>
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<tr>
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<td>$680.00</td>
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</tbody>
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* A non-refundable deposit of $100 must accompany the application; this deposit will be credited 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.

Scholarships

The Summer School has no scholarship funds of its own. However, it does assist in the administration of the following full scholarships and fellowships: (1) The Alcoholism Foundation and The National Microelectronics Foundation; (2) The Summer School of Alcohol and Drug Studies; (3) The J. W. Johnson Jr. and New Jersey Department of Health, Division of Addiction Services. Applicants are required to apply for only one of these scholarships.

The school will supply information about the following: (1) a completed general application (found at the back of this brochure on page 41); (2) a letter from the candidate stating why he or she needs the scholarship and describing his or her background and work in the field; (3) a letter of recommendation from the student's advisor or in the field; and (4) his or her financial aid application.

ALUMNI SCHOLARSHIPS

Alumni scholarships are supported by the dues of the Alumni Association of Alcohol Studies, the alumni group of the Summer School. The requirements listed below must be met. Please note: candidates who have not previously attended the Rutgers Summer School of Alcohol and Drug Studies will receive priority consideration in the scholarship committee.

To apply for one of these full scholarships, a letter of application should describe how the person meets the following requirements, in addition to all other financial consideration:

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

FRANK A. SEIXAS MEMORIAL SCHOLARSHIPS

The Frank A. Seixas Memorial Scholarships will be awarded to medical students in memory of Frank A. Seixas, M.D., a pioneer in alcohol research and a long-time member of the National Council on Alcoholism and Drug Dependence. To apply for one of these full scholarships, submit a letter of application that includes the applicant's interest in the medical field and the name of the school.

Application/Deposit

The application deadline is May 23, 1977; 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 N.J., must accompany the application form. The official application form at the back of this brochure must be completed and sent to:

Kristen Drapjack, Program Assistant, SSAIS
Center of Alcohol Studies
Steinhard Hall, Beach Campus
Rutgers, The State University of New Jersey
New Brunswick, New Jersey 08903
Telephone: (908) 445-2317
Fax: (908) 445-3000

NEW JERSEY DEPARTMENT OF HEALTH, DIVISION OF ADDICTION SERVICES TUITION SUPPORT

Funding support from the New Jersey Department of Health, Division of Alcoholism and Drug Abuse, enables the school to offer tuition support to a limited number of applicants. The criteria for student eligibility vary from year to year.

- Applicant must 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 some other professional or associate certification special.
- The applicant's annual income should be less than $45,000.
- A letter from the applicant should indicate his/her 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 application (found at the back of this brochure on page 41) must also be submitted along with the letter of support.

Please note that in order to be reviewed by the tuition support committee, the request for tuition support will be taken in conjunction with the application for financial aid. The request for financial aid should be directed to the Division of the Center of Alcohol Studies on or before April 1, 1977. Since the tuition awards to qualified individuals will be made on a first come, first serve basis, it is in the best interest of the applicant to apply as soon as possible.

Certification

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 4 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states.

The Summer School of Alcohol and Drug Studies specializes in the National Association of Alcoholism and Drug Abuse Counselors for 40 continuing education hours.

"SSAIS has afforded me an opportunity to network with other alcohol/ drug abuse counselors and members of the multi-cultural student body. It's been a wonderful and educational experience which would not have been possible!"
Summer School

Daily Time Schedule

Monday-Friday*
8:00 - 10:00 a.m.  Class
10:15 - 12:15 p.m. Class
12:15 - 1:45 p.m. Lunch
1:45 - 3:45 p.m. Class
4:00 - 5:00 p.m. General Lecture
6:00 - 7:00 p.m. Dinner
7:00 - 8:00 p.m. Special Interest Seminars
8:00 p.m.

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

Please note: (1) In addition to the ten hours spent in class, students will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (2) the general lecture/special interest seminar schedule will be distributed during Sunday registration; and (3) Friday classes are scheduled to conclude at 12:15 p.m.; certificates will be awarded immediately following classes.

At the D.J. Dance

The Picnic

Courses

Students are expected to register for three courses. The courses should be in the student's special areas of interest and qualification. The requirements for the courses and methods of evaluation are described by the instructor; please check the course listings for specifics.

Each course will meet formally for two hours per day for a total of 16 hours, except The Development of Self (Course No. SSS02) and Simplicity Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult (Course No. SSS48), each of which covers seven hours per day for a total of twenty hours. Students accepted into these courses will take only one course during the 8:00 a.m. to 10:15 a.m. a.m. to 12:15 p.m. and 1:45 p.m. to 3:45 p.m.; the courses are grouped by time frame.

8:00 A.M. - 10:00 A.M. (SSS03-SSS22)

SS03 The Development of Self
(Both 8:00 and 10:15 sessions required.)
Instructor: Bruce Carrick

Competence, centering, 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 and participants will be expected to participate in personal exploration and group process in the class.

The conceptual framework for the class is grounded primarily in psychodynamic theory. Contributions of Gestalt therapy (Diving and Miriam Polster), transactional analysis (Bob and Mary Goulding), psychodynamic psychotherapy (Stephen Jayson), and psychosocial psychology (Scott Peck and Jon Kabat-Zinn) are also utilized in the course.

SS04 Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult
(Both 8:00 and 10:15 sessions required.)
Instructor: Patricia A. Burke

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

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

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

SS05 Promising Prevention Strategies for Youth and Their Families
Instructor: Thomas Griffis and Roger Severson

This course will review promising prevention strategies currently in use in school- and community-based prevention programs. Parent communication approaches, social influences, model curricula, peer leadership, training for adolescents, community alliances, workplace education efforts for parents and youth education programs, and religious organizations will be presented and discussed.

Environmental cues such as increased circadian activities on alcohol, drug registration, server training and regulation of community events will also be considered. Identifying prevention resources available via the Internet will be discussed and relevant Web sites briefly reviewed.

Common themes and elements of successful efforts will be identified. Theoretical and practical considerations will be discussed by participants.

SS06 College-Based Strategies
Instructor: David S. Anderson

What are colleges and universities doing to address drug and alcohol concerns on their campuses? What works? What is meaningful, and what is appropriate? This course takes a close and careful look at college initiatives over the past 20 years. It includes programmatic approaches, professional literature and evaluation results; data, assumptions, knowledge foundations and current approaches and strategies will be presented. National initiatives implemented by the instructor serve as a foundation for this course: these are the College Alcohol Survey (1970-1997), the Drug and Alcohol Survey of Community, Junior and Technical Colleges (1991), the National Inventory of Collegiate Drug/Alcohol Initiatives (1990), the Challenge 2000 Life/School Partners approach (1996-1997) and Promising Practices: Campus Alcohol Strategies (1986-1997).

Participants will be actively engaged throughout the course and will emerge with an understanding of today's college student and the complexity of addressing campus drug/alcohol issues, skills for developing or enhancing a needs-based campus approach, and with an awareness of numerous resources. This knowledge will be incorporated into a manageable plan of action with foundations and opportunities for documentation of results.

SS07 The Cocaine/Alcoholism Connection
Instructor: Gerald D. Shostrom

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

Differences between cocaine and alcohol, between cocaine users and alcohol users, and between cocaine dependence and alcoholism will be discussed as will the treatment implications that arise from these differences. Emphasis will be differences related to speed of progression, denial and identification, issues of powerlessness, family dynamics, self-image, interactions with treatment staff, computer-assisted use of other drugs, earliest appearing problems, AA/NA issues, drug hunger, "specializations," relapse, and utilization of 12-step groups.

* Please check campus mailboxes for the current daily schedule.
Information will be provided about diagnosis, detoxification, determination of appropriate level of care, use of anisine and alcoholics anonymous, and the design of prevention strategies specific to substance addiction. Special attention will be paid to these characteristics of the cocaine addicted, factors causing difference in treatment, and appropriate counselor responses, and concrete recommendations for treatment programs that will be examined.

**SS86 Chemical Dependency Disorders**

**Instructor:** Mark C. Waffen

Multiple substance use is very common today, especially among alcoholics. Alcoholics, particularly younger individuals, frequently admit to using use habit-forming depressants, stimulants, narcotics, PCP, volatile substances, and nicotine.

The course will provide a review of these substances from a historical, pharmacological, and treatment perspective. It is designed to provide participants with an opportunity to obtain an understanding of the dynamics of these treatment and rehabilitation with patients of chemical dependency disorders. The educational model of chemical dependency will provide a framework within which the biological, psychological, and sociological dimensions of the disorders will be examined. Specific treatment approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavior modification, assertiveness training, relaxation techniques, stress management, group counseling, individual counseling, family therapy), social treatments (marital, family, halfway house programs), and role modeling (12-step programs, spiritual counseling).

**SS87 Crisis Intervention with Children, Adolescents, and Spouses of Alcoholics**

**Instructor:** Melvin Backer

The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they feel about themselves and the way they respond to people and situations. This course will provide the learners with insights and skills for understanding the dynamics that people and children are exposed to and the stresses that challenge them to be able to deal with issues of leadership, acceptance, and rejection. Adjustments to others and other stressful situations is also included.

This course will identify the dynamics in an alcoholic family environment that can account for the family responses to therapy in terms of their experience on their school or work environment and strategies for identification and intervention. It will also address adjustment, referral, case management, and treatment planning.

**SS70 Screening, Assessment, Diagnosis for Alcohol and Drug Abuse**

**Instructor:** Jack M. Schikhi

We will explore screening and assessment and diagnostic instruments including the DSM-IV, the Minnesota and definitions of addictive behavior, a biopsychosocial-spiritual model, N.C.A criteria, critical level, DSM-IV criteria, W.H.O. criteria, detox, nursing assessment criteria, criteria for inpatient-outpatient referral, M.A.T., S.A.S.S.I., Alcohol. The inventory, comprehensive psychological inventory, and the inventory. Problem Substance Abuse Checklist, Solution Confidence Questionnaire.

**SS74 Addiction Severity Index, Addiction and treatment**

C.G. Jung was a seminal figure in the development of the ideas of AA. He suggested that recovery from alcoholism required a spiritual awakening. Using the insight of Jung's psychology, this course will address addiction treatment from the view that every behavior is in some way related to a person's struggle for wholeness. The emphasis will be on helping people recognize parts of our personality that seem self-defeating, negative and destructive, and while they are part of our overall human experience, they are not necessarily self-defeating behaviors. When we work with these polar energies and succeed at integrating them, we are on the path to achieving a spiritual awakening and developing actual self-defeating behaviors. This course will provide an opportunity to begin the approach taken in the 13 steps to recovery suggested by AA. This course will provide a chance to move to full awareness and wholeness. The course requires the participants to keep a dream journal and to work with their dreams to foster their own journeys.

**SS75 Gestalt and the 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-dependent**

**Instructor:** Thomas C. Domanin

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 implications of specific Gestalt techniques in the 13 steps of recovery. The course will provide a chance to begin the approach taken in the 13 steps to recovery suggested by AA. This course will provide a chance to move to full awareness and wholeness. The course requires the participants to keep a dream journal and to work with their dreams to foster their own journeys.

**SS76 Traumatic Stress: Treatment Approaches and Techniques**

**Instructor:** Charles A. Brecken

It is difficult to imagine issues of stress and trauma when working with individuals or families living with addiction. The prevalence of traumatic events and stress within the addicted population is significantly higher than in the general population. Furthermore, families and friends who have lived through the path of addiction experience a number of adverse effects that can lead to long-term consequences in the form of stress disorders. This course will address issues of traumatic stress within the context of the co-dependent family. Through case studies, treatment approaches and techniques will be presented in an experiential format, thus providing participants with opportunities to learn specific techniques. Participants will learn individual, group, and family treatment approaches through role plays and sculptures. Course content will include unconsciousness, theoretical models, signs and symptoms, trauma and resiliency research, treatment planning and case presentations.

**SS77 Therapeutic Strategies for Hispanic/Latino**

**Instructor:** John Puentes

This course will begin with a discussion of the sociological and economic role Hispanics play in New Jersey. Topics include: demographic characteristics, use of preventive intervention in order to make an appropriate intervention; measuring the psychological impact of intervention; taking advantage of Hispanic cultural traits during treatment. This course will sensitise students to the Hispanic cultures enabling them to identify the degree of assimilation Hispanic individuals in order to make a proper intervention; and enable students to use cultural and traditional values in facilitating client recovery.

**SS78 Male Addiction:**

**The Quest for Initiation**

In the last two centuries, rites of initiation for males in our society have all but vanished. The vacuum created has left many men feeling adrift and fearful of adolescent to maturity. For some men chemicals have become the substitute for ritual and initiation, resulting in useless belonging and a need to reassess their values and lifestyles.

This course will explore this evolution and the results while examining appropriate and viable venues for the creation of rites of passage and rituals of initiation.

**SS79 Active Techniques in Recovery Counseling**

**Instructor:** Patricia S. Poten-Ese

Substance abuse clients and family members often struggle with despair, numbness, denial, rigidity, problems in cognition and reasoning, and compulsive patterns of behavior. These clients benefit from techniques that focus thoughts and feelings, create free associations, produce schema, and specifically techniques that heighten the intensity of interaction and communication. This workshop focuses on the use of active techniques in group, individual, and family chemical dependency counseling. Techniques will be defined, guidelines for use established and examples discussed and demonstrated. Methods will include self-dialogue, the detachment triangle, restructuring techniques, use of therapeutic objects, relaxation, interactive use of projection, spontaneous experimentation, and use of games constructed specifically to illustrate problems, principles and solutions in substance dependence. Some of the subjects to be addressed will include: insight, responsibility, managing addictive relationships, controlling and enabling, denial, desensitization, setting, and grounding recovery in specific behavioral objectives.

**SS80 Empowering the Self in Recovery**

**Instructor:** Elizabeth D’Angelo LaPorte and Gloria Merritt

This course will help clinicians empower their clients to perceive themselves as unique and capable individuals. It offers an opportunity for the therapist to deepen his/her conceptual and experiential understanding of the impact that love relationships, or lack thereof, have on one’s life. The clinical model is based on Internal Family Systems theory expanded to include compatible structural, strategic and systemic ideas. The model addresses the systemic understanding of the family from multidimensional and functional perspectives. It is an intrapsychic and systemic family process model.

Sitting positions, ethnicity, gender, triangles, loss, themes and rituals are explored by examining one’s own genogram. This course will help clinicians observe and experience their clients through case presentations, role-playing, and exercises and interventions to enhance clients.”

**SS81 Relapse Prevention Therapy**

**Instructor:** Don L. Mogel

Current research indicates that a clear majority of people treated for chemical dependency return to chemical use. These clients often have needs that are different from those of clients who have stable recovery. This course will offer staff development and an overview of the major schools of thought that are defining emerging models of oddamental, non-remitting disease, and relapse prevention techniques that are currently being placed on problem-focused “relapse prevention” models and
solution-focused models, and on possible ways to integrate these two perspectives. Some emphasis will be placed on working with the client's family and larger social system.

Three methods will include the use of visual aids, participatory lecture, case presentation, dyadic and small group exercises, group discussions and assigned readings.

SS82 What Supervisors and Counsels Need to Know to Maintain Clinical Integrity and Personal Sanity in the Managed Care Environment

Instructors: Ann Cressey and James F. Emmons

This course addresses the fact that economics will be the driving force in health care delivery for the foreseeable future. Participants learn how to operate successfully with managed care, which requires expert clinical knowledge and experience, and effective case management skills as well as the ability to be flexible in providing individualized treatment services.

Program survival depends on delivering innovative and cost-effective treatment and staying ahead of the wave of managed care ramifications. The course examines how the clinical role in providing treatment within managed care settings has changed and addresses other important modifications (such as the new standards from the National Committee on Quality Assurance, NCQA) that will be integrated into addiction treatment in order to continue providing quality services.

Some clinicians tend to view changes in providing treatment services as a personal affront — as if their integrity and ability are being challenged. Others continue to fight the changes — saying, "Till we take our tapped and walk the way they have," but others view UH and Managed Care as "the enemy" and vow to fight the end. Operating in the new realities does not have to be a stressful system to do what is best for patients with often inconsistent parameters established by outside review and management entities.

The course assists clinicians and supervisors to successfully integrate managed care requirements, case management techniques, and treatment planning strategies into the patients' treatment processes.

"This school is more than a motto for tomorrow's educators, it is a real opportunity to work with some of the best in the field of addiction."

**Courses**

10:15 A.M. - 12:15 P.M. (SS82, SS84, SS85, SS100)

Please note: Both sessions of course SS83, The Development of Self, and SS84, Simple Being: The Appropriateness of the Chemically Dependent Adult, are required.

**SS83 The Development of Self**

(Both sessions required)

Instructor: Brent Carvall

Competence, controllability, identity, potency, boundaries and presence are all essential to the development of self. This course explores how we can enhance these attributes in our selves and in our clients. We will use primarily experiential learning methods and participants will be expected to participate in personal exploration and group process in the class.

The conceptual framework for the class is grounded primarily in psychological theories of Carl Rogers (Client-Centered Therapy, On Becoming a Person and Miriam Poitier), transactional analysis (Fleb and Mary Milstein, Sociometry and Transaction Process), existential psychology (Stephen Landis and psychiatry (Scott Peck and Jon Kabat-Zinn) are also utilized in the course.

**SS84 Simple Being: The Appropriateness of Self in the Therapeutic Relationship with the Chemically Dependent Adult**

(Both: 800 and 1015P seminars required)

Instructor: Arthur F. Burke

Chung Thoong, a Tibetan Buddhist teacher, has said that "the basic work of health professionals in general and psychotherapists in particular is to become full human beings and inspire full human-beingsness in people who feel starved about their lives." This experiential course will allow participants to explore their own history, personal and professional. C.N.A. criteria for full human-beingsness that inhibit their confidence and effectiveness as therapists. The course will be focused on the appropriateness of self in individual and group process with chemical dependent adults.

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

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

**SS85 Managing Limited Resources to Prevent Client, Staff and Survivors from the Multiple Risks Faced by Youth**

Instructor: Thomas Griffin and Sarah Strandman

Schools and youth-serving agencies are being challenged to respond to a variety of health and social problems that confront youth. Often, agencies are being asked to add topics and services often not currently available in their programs and other drug use problems, violence, unwanted pregnancies, HIV/AIDS and other infectious disease factors, yet each presents unique issues and concerns for those who care about and work with young people. The purpose of this course is to assist educators, counselors, clergy and other youth servicers to better understand the various prevention and intervention demands placed upon them by the community.

How does an agency prioritize its efforts? How can prevention efforts be integrated? When should each program be targeted as a priority? To whom should the Therapeutic Relationship be given? What approaches are most likely to be effective? When is it best to collaborate with others? How does an organization identify what it does best? These questions and others will be considered in a problem-solving format through discussions and case study examples. Readings will be suggested that will offer students a range of perspectives regarding how others are answering these questions.

**SS86 Community Advocacy and Coalition Building around Health Issues**

Instructor: John Florence

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

**SS87 Introduction to Drugs Other Than Alcohol**

Instructor: John E. Davis

A drug-oriented course for alcohol counselors in the pharmacology of drugs and the detoxification of drug-taking patients. Many patients using other drugs are pre-4

**SS88 Children of Alcoholics: Issues and Techniques in Prevention and Therapeutic Programming**

Instructor: Elizabeth D'Oliveira LaPrete and Gloria Meritt

This course will focus on the special issues and specific techniques used in working with clients who are children of alcoholic (COA) ranging in age from four through eighteen. The alcoholic family system, its impact on young children and common mental health problems of children will be covered in detail. Prevention and education programming, family therapy and individual and group treatment with this population will each be examined in detail. Program planning and the use of therapeutic techniques are integral parts of this course. Techniques are presented as a means of using concrete tools to enhance their work with COAs.

**SS89 Designing Addictions Treatment in the Age of Managed Care: Care Environment**

Instructor: Gerald D. Sheahan

The case study approach to our study of the impact of managed care on chemical dependency treatment and the need for, and development of, patient placement criteria. Included in the class will be discussion of the various length-of-stay models, program and clinically driven treatment; the need for clients to be able to deal with people who have higher symptom tolerance, the need for, and development of, continued care, both within single facilities and across communities. The course will be useful to clients who have a high level of computer use, those who have been involved in the treatment of substance-related disorders (ASAM PPC-3) using case studies. Training in assessment utilizing the six ASAM Dimensions Criteria will be provided to the participants. The participants will also learn how to provide more intensive treatment to current patients/common presentation with more psychiatric issues.

The course is appropriate for those who work in both the private and public sectors, including clinicians, clinical supervisors, program administrators, persons providing case management and review services (both providers and managed care staff) and others who have the responsibility for providing assessment, referral and/or treatment to individuals with alcohol and drug disorders.

**SS90 Screening, Assessment, Diagnosis for Alcohol and Drug Abuse**

Instructor: John M. Schubik

We will explore screening, assessment and diagnostic instruments including historical models and definitions of addictive behavior. This course will include the DSM-IV criteria, WHO. criteria, detoxification assessment criteria and ASAM criteria. Substance Abuse Abuse Checklist, Situation Confidence Questionnaire, Addiction Severity Index, and treatment stage screening and diagnostic tools. South Oaks Gambling Screen, scales to screen eating disorders and sexual disorders, alcohol performance inventory, and screening tools to screen for efficacy, self-esteem, assertiveness, anger, fear, social approval and motivation. We will also conduct individual and family assessment issues. (This course is also offered at 8:00 A.M.)
SS90 Crisis Intervention Counseling
Instructor: Green Oldby
Crisis intervention refers to a swift response to a human problem. When a crisis occurs, it may normally seem as a special form of counseling, it can also be seen as a rapid application of the helping process to the most distressing aspects of a crisis situation.
This course will explore the characteristics and coping measures that people can use to help the client survive the crisis. Techniques for crisis management and intervention will reduce feelings associated with the crisis and gain cognitive control will be discussed and practiced. We will explore crises related to substance abuse, domestic violence, depression, anxiety, and stress, among others. This course will be focused on helping clients identify, understand, and cope with the crisis.

SS90 Family and Addiction Treatment: A Multi-Family Group Therapy Approach
Instructor: G. E. Rockwood
Families are frequently reluctant to become involved in treatment with the adult, especially after years of disappointments, shame, resentment, and feelings of helplessness. Multi-family group therapy is a powerful treatment approach that can break through the wall of resistance and isolation that frequently surrounds family members struggling in recovery.
This course addresses the effects of chemical dependency within any family. Experimental techniques and demonstrations of family group therapy will be integrated throughout the course. The content will include the characteristics of chemical dependency in the extended family system, prevention and intervention strategies, and family and group dynamics, development issues in recovery and relapse prevention patterns. This course will enable participants to gain a firmer understanding of chemical dependency within the family system and to learn specific techniques of multi-family treatment.

SS90 Substance Abuse Disorders
Instructor: William J. Nave
This course will explore the legal aspects of treating alcoholics. Topics will include: legalities and the rights of the patient, the Social Security Administration, the legal rights of alcoholics and relatives, the rights of the legal system, and the legal rights of alcoholics.

SS90 Treatment of Alcoholic and Substance Abuser in Crisis
Instructor: Edward McDonnell
The purpose of the program is to discuss how Rational Emotive Therapy (RET) offers methods for helping alcoholics and substance abusers who are experiencing crises (e.g., relapse, divorce or outside pressure to terminate treatment). The session will explore the conceptual foundations of RET, describe RET advances and propose new application of concepts to be used in conjunction with the philosophy of 12-step programs. The course will include direct supervision sessions where participants will role-play various counseling situations in which newly acquired techniques can be utilized in a crisis.

SS90 The Process Group as a Therapeutic Tool for the Professional Working with the Chemically Dependent
Instructor: Thomas C. Berden
This course is designed as a didactic and experiential process that utilizes Gestalt therapies and the 12 Steps of Alcoholics Anonymous in a group process. It will help the participants to identify their own belief systems and believe how their beliefs impact their personal lives and influence their chemical dependency and their personal counseling. It will help them to explore how they change, and to change themselves.

SS90 Integrative Therapy Techniques
Instructor: E. R. Peterson
Integrative Therapy Techniques are those that help address addictions at all four levels: behavioral, cognitive, emotional and spiritual. It is necessary to incorporate with the client at all these levels in order to break through the defenses that maintain the addiction. If any level is left unaddressed, relapse is likely.

SS90 Journey to Manhood: Men in Recovery
Instructor: Albert McCann and Ross Whiner
Self-definition, intimacy needs, relationship to work, male community and male stewardship are life issues that are often left unaddressed by men in recovery. The results of this self-neglect range from alienation to relapse. This course will examine needs fulfillment from a male perspective through an exploration of beliefs regarding entitlement, nurturance, responsibility, aggression and connection. Utilizing methods such as visualization, myth exploration, core process and symbols, participants will have the opportunity to develop both a philosphical and experiential sense of how to assist in redirecting their roles and needs as recovering men, in order to heal themselves and each other.

SS90 Assessment and Treatment Planning for Addicted Patients with Co-Existing Psychiatric and Personality Disorders
Instructor: F. B. Lawrence
This course is intended to provide a framework for addressing the specialized treatment needs of the chemically dependent person who suffers from a clinically significant psychiatric impairment. A major emphasis will be placed on helping treatment professionals develop the skills necessary to accurately assess such patients and then formulate a comprehensive treatment program that will appropriately address all of the patient's treatment needs. Co-existing psychiatric and personality disorders present clinicians with many challenges. This course will focus on the development of effective intervention approaches for patients with depression, anxiety, antisocial, schizoid and borderline personality disorders. The appropriate utilization of non-sustaining psychotropic medications in active psychiatric illness will be addressed. Treatment planning and decision-making for patients with co-existing conditions will be studied for the development of a comprehensive intervention plan for the patient. The utilization of specialized 12-step program meetings (i.e., Double Trouble) will also be discussed.

SS90 Practice of Rational Emotive Therapy (RET) in Counseling Addicts and Substance Abusers in Crisis
Instructor: Edward McDonnell
The purpose of the program is to discuss how Rational Emotive Therapy (RET) offers methods for helping alcoholics and substance abusers who are experiencing crises, e.g., relapse, divorce, or outside pressure to terminate treatment. The session will explore the conceptual foundations of RET, describe RET advances, and propose new applications of concepts to be used in conjunction with the philosophy of 12-step programs. The course will include direct supervision sessions where participants will role-play various counseling situations in which newly acquired techniques can be utilized in a crisis.

SS90 Legal Aspects of Alcoholism Counseling and Interdisciplinary Counseling
Instructor: William J. Nave
This course will explore the legal aspects of treating alcoholics. Topics will include: legalities and the rights of the patient, the Social Security Administration, the legal rights of alcoholics and relatives, the rights of the legal system, and the legal rights of alcoholics.

SS90 Group Counseling: A Therapeutic Tool for the Professional Working with the Chemically Dependent
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Courses
1-45 PM - 2:45 PM (SS9101-SS1109)

SS101 Prevention/Edication for a New Century
Instructor: Carolyn Hodge
This course will explore past prevention/education techniques and knowledge, and addresses the 50s and beyond. We shall examine: "the problem" from pre-birth through the senior years; from alcoholism and other drug problems to what causes others to fall to what complicates the problem; from what the data tell us to how we use that data; and what tools we have to create new systems, and to change attitudes. Using the Minnesota Sits the survey, we will look at our individual decision-making abilities and how we can effectively improve them. The focal point of the class will be the cultural exchange which may involve the Boulder community (class dinner). Graphs, models, activities and a PENC handout will be included.

SS102 Community-Based Prevention Strategies: Promises and Pitfalls
Instructors: Thomas Griffin and Roger Scudellio
Local community leaders throughout the United States have created partnerships, coalitions, alliances, collaborative, task forces and other organizations of individuals and communities who are working together to achieve a common agenda for reducing or preventing community-wide prevention efforts. Some of these efforts are well-funded by Federal and/or state agencies, private foundations or local sponsors. Others sustain themselves on little or no financial support and depend or volunteers to meet their time and labor needs of members. The purpose of this course is to examine the question: What are the lessons being learned by these community-based prevention coalitions? The course will identify promising strategies and approaches being used, community encountered obstacles to effective planning and evaluation, and preliminary findings regarding both coalition processes and outcomes. An initial focus of the course will be to consider including youth-focused efforts, school-based curricular environmental controls such as curriculums, key reg, educational programs that are being implemented as community-wide programs that include multiple approaches.

SS103 Evaluation for Impact
Instructor: David S. Anderson
Interestingly, alcohol and other drug prevention program planners are being called upon to document their program in achieving their objectives, to an extent that demonstrates, an enhanced accountability, and a strategy to improve programs, strategies, and procedures to achieve and achieve and improve, evaluate with cumulative and qualitative orientations. Practical implementation, tips and techniques for documenting and demonstrating evaluation findings will be identified.

The focus of this applied course is to provide participants with the understanding and resources necessary for implementing
SS108 The Intervention Process

Instructor: Jeremy (Ross) Nislan

The methods demonstrated are based on the Johnson Institute model of intervention. This center focuses on shared mechanisms that affect the client and others close to the client and will teach you how to overcome them. It is fun and pragmatic in fashion. It will cover family interventions and interventions at the workplace. The impacts of dual interventions and co-occurring interventions will also be touched upon. The participants will practice and test their understanding through simulated interventions throughout the course.

SS109 Counseling the Chemically Dependent Adolescent

Instructor: Greg Glisky

Adolescents and their families are often considered difficult to deal with when chemical dependency enters the picture. It is possible to take the challenge of working with difficult adolescence and their medication and treatment plans. This course will explore the need for understanding, empathizing, and treating chemically dependent adolescents and for counseling them and their families to accept treatment and avoid relapse. Topics will include adolescent chemical dependency, the family and interventions with parent treatment modalities; the adolescent in group counseling; help for the bulimic, alcoholic; and relapse prevention. We will use lecture, role play, video discussion and small group work.

SS110 The Struggle of Recovery: Women's Issues in Addiction, Relapse and Co-Dependant Treatment

Instructor: Claudia A. Blaichner

Most women in the addiction field fail to use gender specific treatment modalities. Although some services offer specific programming and counseling for women, very few have integrated new research into their current program. Many programs and counselors believe that conducting same-sex treatment is sufficient in providing gender sensitive treatment.

In this course, you will learn about issues in general, including development, cultural expectations, relationship patterns, the changing role of women, etc. Through experiential exercises, case studies, and lectures, several experts are presented to explore the impact of gender upon addiction, recovery and relapse. This course is designed to help you understand gender issues and techniques specific to women in the substance abuse field.

SS111 Assessment, Referral, and Treatment of the Senior (55+) Alcoholic and Substance Abuser

Instructor: Gerald D. Shatton

This rapid growing segment of the population (currently estimated at 8 million) continues to express new needs that are not being met. This course is designed for medical personnel, social workers, and other professionals to identify and evaluate a client's strengths, weaknesses, problems and needs in order to develop a treatment plan. There will be practical work with the information necessary for the CADC certification process and ordination/written examination.

SS115 Making Sense of Our Emotions in Recovery

Instructor: Jack M. Schibik

Do you have a framework for systematically address client emotion in recovery? We need to know the function and meaning of each major emotion so that we can apply specific therapies. Through an experiential class process we will explore a model to the client for the meaning of emotions and their influences on events and conditions in our life. We will explore: (1) harsh emotions; anger, envy, jealousy; (2) existential emotions: anxiety, fear, guilt, shame; (3) emotions in unfavorable conditions: relief, hope, sadness, depression; (4) emotions in favorable conditions: happiness, pride, love. We will discover: (1) how emotions are aroused; (2) how emotions are managed; (3) how emotions shape our view of self, other, the world and our spirituality; (4) how our emotions, motives and thoughts are intrinsically linked; (5) how this linkage helps us understand each emotion with precision; (6) how biology and culture affect emotional development. We will explore many techniques for helping clients identify and express these emotions.

SS116 Counseling the Professional Client

Instructor: Richard B. Breslau

Addiction and related problems affect all members of society, including executives, clergy, physicians, attorneys, pilots, social workers, and nurses. The chemically dependent professional is often neglected target population with unique barriers for identification and intervention systems. Discussions about various types of techniques to guide the patient into the process include evaluation and treatment techniques to overcome unique obstacles to treatment. The examination of integrating into 12-stage recovery groups, return to work strategies, contracts and anchor issues will be explored. Ethical and professional guidelines with professional licensing agencies will be explored.

The course is designed to assist all counselors and other clients and non-clients to understand the special issues and skills needed to treat and help troubled professionals.

SS117 The Practice of Self-Acceptance in Recovery from Chemical Dependency and Childhood Abuse

Instructor: Patricia A. Barke

Self-acceptance is not a way of thinking, but a way of living that eliminates the need for rationalization, justification, and self-criticism into an experience just as it is in each moment, whether that experience is painful or pleasant. Ultimately, it is the avoidance of feelings, addiction, emotional distress, violence, and self-harm that will enable us to live in a life of love and meaning that is characterized by the practice of self-acceptance without the intervening effects of chemical dependency. Rejection of self is not out of the question and eventually leads to greater suffering.

This course will explore the concepts of pain and suffering from a spiritual and psychological perspective. The concept that chemicals play in suffering. This course will also provide participants with a foundation for developing their own practice.
of self-acceptance which they can take back to their work with clients.

This course will employ experiential learning processes such as meditation, guided meditation, the spiritual practice of mindfulness, breathing and body awareness techniques, small and large group process, and writing practice. Therapeutic practices will be demonstrated in class. Participants are expected to actively contribute to the class learning environment and have a commitment to self-reflection, self-discovery, self-nurturing and self-responsibility.

SS118 Spirituality: The Golden Key to Recovery Instructor: Thomas Legere

Unrest a person has truly connected with the higher Power, all changes in his/her life are cosmetic and temporary. But how does one go about this process? In this course, we will survey all of the psychospiritual steps on the road to recovery. Using the insights of Carl Jung, Joseph Campbell, and the best thinkers in spiritual psychology today, we will trace out—a clear, simple, and understandable fashion—how a spiritual perspective can launch a person on the road to wholeness.

This course will give an overview of the spiritual journey, demonstrate how the person in recovery goes through this process, and show how these insights can be used in a therapeutic setting.

SS119 What Are Professional Responsibilities and Ethics in a Treatment System That Changes Every Day? (Is This Treatment or Is This Wall Street?)

Instructors: Amy Crowley and James E. Evans

Keeping your sanity and preserving your professional integrity while safeguarding the best interests of the client is the focus of this course. The course presents theories and guidelines for ethical decision making in these changing times. The themes that underlie our ethical standards as a field and how these standards play out in the present healthcare environment are examined.

Healthcare generally, and chemical dependency specifically, has experienced a transformation within the last five years, with even more profound changes expected to come. Change, if not in itself, produces difficulty and anxiety for many people, but a revolutionary transformation can be carried on within an organization and its staff's personal lives.

Participants receive a historical perspective on the development of chemical dependency treatment and managed care. They also learn how, in the context of government/employer provided benefits, some type of change was inevitable and imperative; how UR and managed care appears to be evolving; and how providers can still function in a healthy and rewarding manner in this cost-containment era.

Participants learn how to conduct self-evaluations of their performance in relation to operating by a defensible code of ethics and standards of behavior, how to effectively utilize clinical supervision, and how to devise a professional/personal development plan to promote their own professional development and effectiveness.

"A continuing experience — great teachers, great students, great time!"

"My instructors were top notch, my classmates interesting, intelligent, and diverse. Truly a fantastic atmosphere for developing counseling techniques."
COURSES

Students are expected to register for two courses. The courses should be in the student's special area of interest and qualification. Each course will meet for two hours per day for a total of ten hours, except Prevention Through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts (Course No. NJ120) and Beyond Addiction: Counseling for Transformation (Course No. NJ211), each of which meets for six hours per day for four days. Students accepted into these classes 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.

8:00 A.M. - 10:00 A.M. (NJ120 - NJ149)

NJ120 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts

(Both 8:00 and 10:15 sessions required)

Instructor: John E. Kriger

This course will provide information for the creation and further development of prevention programs. The Municipal Alliance, and other state and national models, will be used as a framework to examine works of community-based prevention efforts. Topics to be covered include: common drug and alcohol abuse in society, the systemic impact of addiction, and risk and protective factors. Techniques for running effective meetings, group development and volunteer management will be covered. Components of successful prevention programs will be discussed, including needs assessment, program planning and evaluation. Participants will be asked to expand their skills and abilities in intervention through community-based prevention programs.

NJ211 Beyond Addiction: Counseling for Transformation

(Both 8:00 and 10:15 sessions required)

Instructor: Albert McKinnon

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

NJ133 Alcohol and Other Drugs on the College Campus

Instructor: Bruce E. Donnors

This course covers all components necessary for a comprehensive campus-wide drug program. Topics will range from theoretical principles to practical solutions for specific problems. Themes include basic personal attitudes toward drugs and their regulation, and consider topics in the framework of contemporary college drug problems. Through classroom discussion we will consider society's changing attitudes toward alcohol and other drugs and their use in college. Subjects will include orientation for new students, the use of potencies, and the effects of drugs on students. All courses accept students into these classes will take only one course. Class times are 8:00 a.m. to 10:15 a.m. and 10:30 a.m. to 12:15 p.m.; the courses are grouped by time frame.

8:00 A.M. - 10:00 A.M. (NJ120 - NJ149)

NJ120 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts

(Both 8:00 and 10:15 sessions required)

Instructor: John E. Kriger

This course will provide information for the creation and further development of prevention programs. The Municipal Alliance, and other state and national models, will be used as a framework to examine works of community-based prevention efforts. Topics to be covered include: common drug and alcohol abuse in society, the systemic impact of addiction, and risk and protective factors. Techniques for running effective meetings, group development and volunteer management will be covered. Components of successful prevention programs will be discussed, including needs assessment, program planning and evaluation. Participants will be asked to expand their skills and abilities in intervention through community-based prevention programs.

NJ211 Beyond Addiction: Counseling for Transformation

(Both 8:00 and 10:15 sessions required)

Instructor: Albert McKinnon

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NJ130 The Ennegrave: A Self-Assessment Tool for Alcohol Abuse Prevention and Treatment Personnel

Instructor: F. M. Widdison

Self-awareness on the part of prevention specialists and community members regarding the nature and treatment of alcohol, drug abuse and other addiction is an important condition for their implementation of the Ennegrave per protocol, a typology that delineates nine personality types, offers a means by which the information is processed, and is a powerful and fully integrated method for gaining self-awareness and self-control. This seminar will introduce participants to the appropriate use of the ennegrave, this course is designed to facilitate awareness of self and others.

NJ131 Alcohol and Other Drug Counseling: A Cultural Perspective

Instructor: Ceola Loa

This course is designed to address cultural issues that relate to effective treatment for different ethnic and racial groups, with a focus on African American. Topics to be included: an introductory overview of alcohol use among African Americans; treatment issues with working towards a more holistic model and the influence of race and culture in treatment. This course includes lectures, class exercises, and group discussions.

NJ132 Therapeutic Strategies for Hispanic/Latino Clients

Instructor: John Puentes

This course will begin with a discussion of the sociological and economic role Hispanics play in New Jersey. Topics will include: determining the need for treatment, in order to make an appropriate intervention; examining the psychological impact of treatment on Hispanic/Latino clients.

NJ133 Motivational Counseling and Addiction

Instructor: Beatriz Weintraub

This course is designed specifically for practitioners who work with chemically dependent clients. It includes a description of the treatment: the focus will be on how to diagnose and motivate chemical dependent clients. A clear theoretical and functional distinction will be made between motivation and treatment. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it. Other topics to be covered include: the characteristics and role of an effective counselor, and an overview of techniques, the work-based and family intervention; and appropriate treatment.

The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in addiction treatment. This will be accomplished through participation of lectures, application to participants' work settings and case loads, and role plays.

NJ134 The Group Process as a Therapeutic Tool for the Professional Working with the Chemically Dependent

Instructor: Thomas C. Desmar

This course is designed as a didactic and experiential process that utilizes Gestalt therapy and the 12 Steps of Alcohols Anonymous in a group process with alcoholics and drug abusers. It is intended to help participants to explore how they create obstacles to change and how they can explore and correct their own behavior in order to live in a healthier way. Participants will also develop treatment strategies for a wide variety of clients, including adolescents, drug and alcoholInvolved clients, pregnant women and MICA.

NJ135 Action Methods and Addiction: Creative Group Techniques

Instructor: Barbara Ilyea Lissmann

The course will demonstrate a series of culturally diverse, progressively, skill-building, experiential techniques gathered from a wide variety of creative group therapy modalities. Participants will learn a number of "hands-on" strategies that are culturally sensitive and highly effective in lessening the stresses, attitudes, and beliefs that hinder group members in confronting difficult issues in a supportive and non-threatening manner.

Upon completion of the course, participants will have an understanding and working knowledge of many creative group therapy techniques that incorporate interventions and activities from art therapies, dance, drama therapy, family therapy, guided imagery, psychotherapy, structurality, neurolinguistics and values clarification, and will have achieved a renewed sense of spirituality and energy to share with their groups.

NJ136 Healing the Wounded Child: ATOD Prevention with Children of Substance Abusers

Instructor: Joan Wetherbee

This course will assist strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) healing games; (2) art and play therapy; (3) identification and assessment tools; (4) effects of addiction on a family; (5) effects of parental substance abuse; Learning methods will include: (1) healing games, healing, healing games, audio visual aids and discussion. Participants will acquire knowledge and skills needed to help them heal children wounded by their parents' substance abuse, thus preventing intergenerational cycles of abuse.

NJ137 Addressing Family Issues in the Treatment of Alcohol and Drug Abuse

Instructor: John B. Hardacre

This workshop will focus on how the family dynamics of the addicted person can be antidepressed of that person's abuse of alcohol or other substance. It will be a hands-on workshop where techniques in the context of a group-counseling setting will be introduced. These techniques will include: (1) identify family issues to be addressed in the treatment phase of the client cycle of healing of the family; (2) develop skills in using electronic feelings about family issues; (4) develop group cohesion, trust and communication; (5) serve as therapeutic tools to resolve personal and family problems. By the end of the training, it is helpful for all families. It defines and describes spirituality in recovery and how spirituality in recovery relates to psychological and emotional well-being. Joseph Campbell's approach to spirituality will be reviewed.

NJ138 Making Sense of Our Emotions in Recovery

Instructor: Jack M. Scherda

Do you have a framework to systematically address client emotions in recovery? We need to know the functional purpose of our emotions in order to apply specific techniques. Through an experiential class process, we will explore a model that provides a conceptual meaning we give to events and conditions in our lives. We will explore: (1) how emotions arise; anger, envy, jealousy; (2) recognizing emotions; anxiety, fear and guilt; (3) emotions in favorable conditions relief, hope, sadness, depression; (4) emotions in favorable conditions relief, hope, sadness, depression; (5) how emotions are managed; (6) how emotions change. In this class, we will explore how our emotions, motives, and thoughts are intimately linked; (5) how this linkage helps us understand each emotion and how it shapes and influences our emotional development. We will explore many techniques for helping clients identify and express their emotions.
NJ140 Auger/Conflict Resolution: A Behavioral Management Tool
Instructor: Connie Greens and Priscilla Kohner
*Diagnosing the source of conflict can help define a problem, and a definition of the problem is the starting point in any attempt to find a solution. (William Glasser). This course will present a program design that includes William Glasser's Psychosocial Developmental Cycle of Conflict resolution, mediation, and anger management will be explored as an means of reducing risk and increasing resiliency in at-risk populations.

NJ144 Preventing Repeats by Using Coping Skills Training
Instructor: Thomas J. Morgan
This course will focus on how to use brief, cognitive-behavioral coping skills in counseling clients with alcohol and drug-use problems. These skills include: (1) coping with urges and cravings; (2) managing the urge to use; (3) problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) planning an action plan; (6) identifying and coping with anxiety using alternative coping techniques.

Another factor to be integrated is the use of traditional, disease model treatment conceptualizes with standardized coping skills training. Participants will be given a plethora of selected readings that will be used in discussions. The course will include didactic presentation, group discussion, and role-playing exercises.

NJ145 Legal Aspects of Counseling and Program Administration
Instructor: Patricia Simon
This course sets out to make treatment providers aware of their legal rights and responsibilities and those of their clients. It examines the laws that directly affect counselors and program administrators, their interaction in the area of confidentiality, civil rights of substance abuser, criminal law, testifying in court, family law, the legal aspects of employer assistance programs and driving while intoxicated.

NJ146 What Are Professional Responsibilities and Ethics in a Treatment System That Changes Every Day? (Is This Treatment or Is This Wall Street?)
Instructor: Ann Crowley and James F. Eamonn
Keeping your sanity and preserving your professional integrity while not abandoning the lines of the client is the focus of this course. The course presents theories and provides guidelines for ethical decision-making over these changing times. The themes that underlie our ethical standards as a field and how these standards play out in the present healthcare environment are examined.

Healthcare generically, and chemical dependency specifically, has experienced a transformation in the last five years, with even more change expected in the course. The result, in itself, produces difficulty and anxiety for many persons, but a revolutionary transformation can be chaotic within organizations, and in the staff's personal lives.

Participants will gain an historical perspective on the development of chemical dependency treatment and managed care. They also learn how, in the context of government/employer provided benefits, some type of change was inevitable and imperative, how ugly and managed care appears to be evolving, and howAttempts can be made to make this as healthy and rewarding manner in this cost-containment era.

Participants learn how to conduct self-evaluations of their performance by using the self-assessment as a tool. Critical behavior is identified and how to devise a personal/professional development plan to promote their own professional development and effectiveness.

NJ147 How to Prepare a Written Case Presentation
Instructor: Edward McDunna
The purpose of this course is to present an overview of the record-keeping procedures for the methods development of a case presentation. The course will highlight the methods of documenting the services, resources, and people from a client's entry into treatment until his discharge.

Upon completion of the course, the participant will learn: (1) a step-by-step method to prepare and record client information; (2) recognize and understand the documentation of real-time goal setting, criteria for discharge, treatment planning, and continuum of treatment; (3) understand that the role of the client in record-keeping includes the confidentiality of records.

NJ148 Issues in Employee Assistance Programming
Instructor: Roberts Lyon
This course will present a comprehensive survey of Employee Assistance Programs (EAPs) and counseling in industry. Issues that reflect the changing role of EAPs will be explored with respect to the following: (1) legal and regulatory issues; (2) goals and objectives; in addition to training practices; "damp side" approaches to prevention will also be reviewed and discussed. The latter comprises primarily prevention approaches: school, family, workplace, and community-based prevention programs. The research literature concerning the major effectiveness of these diverse approaches will be critically examined. To help practitioners become "informed consumers," the course will summarize and evaluate issues, confidentiality, legal, and ethical issues.

 COURSES

16-15 A.M. - 12:15 P.M. (NJ120, NJ121, NJ130 - NJ177)

NJ130 Prevention through Community Empowerment: Implementation and Development Skills for Creation and Maintenance of Grass Roots Prevention Efforts
Instructor: John R. Kriger
This course focuses on a comprehensive presentation of the potential for the development and involvement of community volunteers in the local community. Emphasis will be on skills that equip the individual to be the leader of others. This course will be of practical use to the participant.

NJ131 Improving Family Communication
Instructor: John R. Kriger
This course is designed to provide information for the formation and advanced implementation of community prevention programs. The Municipal Alliance, and other state and national models, will be used as a framework. This course will emphasize the importance of family-based prevention efforts. Topics to be covered include: communication, how to develop a family resolution process, and the impact of family and community involvement on the family's ability to reduce risky family-centered accidents and behaviors.

Participants will be provided with new "tools" with which to work more effectively with young people in order to accomplish the goals. Emphasis will be placed on involving parents and their children in the family resolution processes, and to give participants and their families greater self-awareness and a better understanding and respect for each other; (2) to provide practitioners with opportunities to practice these skills and become more effective in working with the families who are the primary targets, that can be implemented in back home situations; (3) to provide an overview of the various federal and state programs currently being implemented; (4) to provide participants with some personal, reflective time to "rediscover" themselves. It is hoped that all participants will be in a position to share their efforts, both successes and failures, with other participants, so that they may effectively share ideas and observe group dynamics.

NJ152 Community Advocacy and Coalition Building
Instructor: John Fournier
The course is designed to enhance advocacy and coalition-building skills of participants involved, or interested in being involved, with community health issues. This course will present an organization and implementation issues, processes and techniques. The focus of the course is the participatory process of identifying and developing strategies to address and overcome individual and community barriers to health and wellness in order to become effective health advocates.

NJ153 Planning and Evaluation in Prevention
Instructor: Normann R. Salt
This course will provide participants with a core understanding of the issues involved in planning, implementing, and evaluating ATOD prevention services. Subjects to be covered include: methods to assess community needs, risk and resources; analyzing and evaluating data; writing clear presentation formats and objectives; applying appropriate prevention strategies based on population needs; and covering planning and outcome evaluation. The course will be a mixture of lecture, discussion and structured exercises.

NJ154 Pharmacology of Psychotropic Drugs of Abuse
Instructor: Kenneth Dichtman
The emphasis of the course is on the interactions between chemical substances and the human organism. Participants will develop an understanding of how these drugs affect the body and brain. The pharmacology of the major categories of psychotropic drugs will be discussed. Those discussed will include: anxiolytics (benzodiazepines and barbiturates), benzodiazepines (alcohol and barbiturates), minor tranquillizers (Luderal and Valium), and antipsychotics (Thorazine and Haldol).

NJ155 Psychological Aspects of Addiction, Treatment and Recovery
Instructor: Albert H. Kriger
This course focuses on the relationship between psychological factors and the etiology and maintenance of addictive behavior, with special emphasis on depression and drug dependency. Current scientific knowledge about the influence of psychological factors on addictive behavior and as predisposing factors to addiction will be discussed, as well as current knowledge regarding the relationship of personality factors to addiction. A special emphasis will be placed on the role of these factors in the maintenance and self-efficacy in the etiology, maintenance and treatment of addictive behavior. Current knowledge regarding treatment effectiveness of addiction treatment and relapse prevention will be explored. Ideas for counseling and intervention to patients based on psychological factors will be presented.
NJ156 Screening, Intake, Orientation and Assessment of Alcohol- and Drug-Abusing Patients
Instructor: Elizabeth A. Mosher
This course will concentrate on assessment skills and their relationship to the core functions of screening, intake, orientation and assessment. Students will be expected to focus on the process that enables a counselor to identify and evaluate a client's strengths, weaknesses, problems and needs in order to develop appropriate and effective treatment plans. This course will include the information necessary for the CADC certification process and/or written examination.

NJ157 Counseling in Alcoholism and Other Drug Abuse
Instructor: Elizabeth A. Mosher
This course is intended to provide a framework for developing a multi-faceted approach to counseling individuals with alcohol and other drug-related problems and their family members. Topics include model for counseling, client assessment, counseling issues and strategies, and agency and community support systems.

NJ158 Cultural Diversity and Addiction Treatment
Instructor: Kenneth L. Kiskind and Victor M. Rios
By the year 2000 an estimated 30-50% of the population in the U.S. will be of non-European descent, creating a culturally diverse society. Education in addiction and mental health professionals is being challenged to provide treatment while being confronted by changes that impact and complicate the treatment/recovery process.

This course will address issues and problems in providing addiction treatment to a culturally diverse population. It will also deal with cultural views toward mental health/addiction and increase treatment staff's awareness of their personal responses to, and interactions with, multicultural clients.

NJ159 The Dually Diagnosed Patient: Identification and Treatment
Instructor: Mark C. Walle
This course is intended to provide a framework for addressing the specialized treatment needs of the chemically dependent person who also suffers from a clinically significant psychiatric illness. The majority of those within the so-called "dually diagnosed" patient population will be identified. A major emphasis will be placed on helping the treatment professional to accurately assess such patients and then formulate a comprehensive treatment program that will appropriately address all of the patient's treatment needs.

NJ160 Strategic Time-Limited Treatment with Chemically Dependent Clients
Instructor: Chely Sterren
A key orientation for the clinician working with the addicted population is presented. Borrowing from effective short-term techniques such as psychodrama, role playing, group work and others, a program that works toward a problem, rather than a problem, focus is demonstrated. Because of their process orientation, these strategies are adaptable to each therapist's individual framework and address each client's unique needs. Worksheets and handouts will accompany all presented strategies and concepts.

NJ161 Psychological Therapies: Finding the Right Therapy for the Recovering Client
Instructor: Dennis M. Nadeau
Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the approaches used by mental health professionals. Using the "generic method," this course will first discuss each therapy model and then some of the common principles to specific problems commonly occurring in recovering clients. Both the advantages and disadvantages of these therapies, including information on symptomatology and problem areas, therapeutic approaches should also fix the therapist's personal philosophy of the therapist. For example, cognitive reframing is very effective with many depressed patients, but not all. Some patients, especially those with bipolar or manic depressive personality structures, tend to see attempts at reframing as minimizing or discrediting their problems. Likewise, the approaches are used equally effectively by very different therapeutic approaches, depending on the expertise and the personality style of the therapist. In this course, several different therapeutic approaches and their applicability to various mental health problems commonly experienced in recovering clients.

NJ162 Action-Oriented Group Counseling Techniques: Principles of Alcohol and Drug Addiction
Instructor: Dennis M. Nadeau
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 be used in a group counseling setting, diagnosis, evaluation, group training and closure. Students will have an opportunity to participate in demonstrations of the techniques that are covered throughout the course.

NJ163 Gestalt and the 12 Steps as a Therapeutic Tool for Counseling the Chemically Dependent and Co-Dependent
Instructor: Thomas O'Donnell
This course integrates the 12 Steps of Alcoholics Anonymous and Gestalt in the treatment of chemical dependency and co-dependency. Students will take an active role in the teachings of the 12 Steps and how they relate to Gestalt theory and practice. Dealing in the "present" will be a primary focus. Lectures, case studies, role plays and group discussions will introduce the students to the concepts of chemical dependency. The impact of group experiential work will be emphasized. Students will learn the importance of group as a therapeutic tool.

NJ164 The Addictive Process and the Family
Instructor: Charles A. Short
This course will start by exploring the elements and principles that make up a healthy functioning family. Then the course will consider the ways in which the family system is affected by addiction. Special attention will be given to: (1) how primary partnership is affected by the addictive process and (2) how the use of alcohol and drugs affect family members differently according to developmental stages. To help understand these issues, the students will be involved in group discussions and case studies. As the course progresses, emphasis will be placed on the importance of understanding the family's role in the addictive process and the impact of the family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.
### NJ72 Domestic Violence and Addiction

**Instructor:** Robert McKay

This course will provide an overview of the specific and unique aspects of the Prevention of Domestic Violence Law, including provisions of the Duty-To-Warn. Participants will gain a theoretical and practical working knowledge of domestic violence within the legal and social context of the problem. Research on the correlation between domestic violence and addiction will be summarized. The profile of the abuser, battered women syndrome and secondary victimization will be illustrated. The dynamics of the cyclical patterns of interaction and suggestions for breaking the cycle will be provided, as well as specific counseling interventions for use with the client group. Techniques common in additions work but contraindicated in domestic violence work will be reviewed. Special populations affected by domestic violence will be explored, and specific suggestions for implementation of services in various contexts will be offered.

### NJ73 The Art and Psychology of Humor in Addiction Recovery

**Instructor:** Raymond P. Driscoll

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

### NJ74 The Spiritual Psychology of A Course in Miracles for Counselors and Therapists

**Instructors:** Charles L. Whiffield and Barbara Harris Whiffield

With an increasing number of people who are in recovery exploring and utilizing the spiritual psychology of A Course in Miracles, it may be useful for those who assist them to know more of what it is about 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?” and “Where am I going?” the course offers lighter and more universal answers than those of many prior books. At the same time, its messages are profound and practical.

### NJ75 Cultivating Self-Esteem in Recovery

**Instructor:** Jack M. Schutza

The origin and dynamics of self-esteem have received much attention in recent years. New clinical insights and techniques appear regularly. We now understand that self-esteem building cannot be merely a product of other therapy. We need to take a more active role in directly enhancing client self-esteem. We need a theoretical model and practical techniques to guide our recovery work. This course will describe the parameters of self-esteem and will explain the way in which addiction corrodes it. Through a group interactive process we will experience a variety of techniques (honesty-in-action) to help children, adolescents and adults cultivate and maintain balance in the self-esteem process.

### NJ76 Beyond Sex and into Intimacy — Helping Couples in Recovery

**Instructor:** David G. Hall

This course focuses on the dynamics and content of committed relationships. Those who are raised in a household with addictive patterns or who have personally dealt with addiction may have never experienced a collaborative style of intimacy. This course will explore the typical context of successful intimate relationships and discuss the strategies for generating such content. Treatment techniques that diagnose relationship dynamics and techniques that build relationship content will be demonstrated.

### NJ77 What Supervisors and Counselors Need to Know to Maintain Clinical Integrity and Professional Sanity in the Managed Care Environment

**Instructors:** Ann Crisberg and James P. Ensminger

This course addresses the fact that economics will be the driving force in healthcare delivery for the foreseeable future. Participants learn how to operate successfully with managed care, which requires expert clinical knowledge and experience, and effective case management skills, as well as the ability to be flexible in providing individualized treatment services. Program survival depends upon delivering innovative treatment and staying ahead of the next wave of managed care mandates. The course examines how the clinical role in providing services has changed and will continue to change and addresses other important mandates (such as the new standards on the National Committee on Quality Assurance, NCQA) that will be integrated into treatment decisions in order to continue providing quality services. Some clinicians tend to view the changes in providing treatment services as a personal affront — as if their integrity and ability are being challenged. Others continue to fight the changes — saying, “I’ll take care of my patients the way I always have here.” Still others view UC and Managed Care as “the enemy” and vow to fight to the end. Operating in the new healthcare system does not have to be a struggle to do what is best for patients within often inconsistent parameters established by outside review and management entities.

The course assists clinicians and supervisors to successfully integrate managed care requirements, case management techniques, and systematic treatment planning strategies into the patients’ treatment process.

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### NJ75 Application Form

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

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

1. 8:00 A.M. — 10:00 A.M. (ADV07-ADV33)
2. 10:15 A.M. — 12:15 P.M. (ADV91, ADV05, ADV03, ADV01, ADV34-ADV63)

**Signature**

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<tr>
<td>Instructor:</td>
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<td>Course Number:</td>
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<td>Grade:</td>
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Please enclose your non-refundable deposit (drawn on a U.S. bank) in the amount of $300 payable to Rutgers, The State University of New Jersey.
# GENERAL APPLICATION FOR SUMMER SCHOOL OF ALCOHOL AND DRUG STUDIES

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

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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<tbody>
<tr>
<td>Female</td>
<td>Home Phone</td>
<td>Business Phone</td>
<td>FAX No.</td>
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**Certification (Alcohol/Substance Abuse Counselor):**
- [ ] Yes
- [ ] No
- [ ] If yes, which state:

**Years of College**
| Highest Degree Earned | College Attended | Dates |

**Name of Employer (Note: This address will be listed on roster):**

| Business Address | Street | City | State | Zip |

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

**Previous Employment:**

| From | To | Title | Organization |

**Previous attendance at a School, Institute or Conference on Alcoholism or Alcohol Problems:**

| Year(s) of Attendance |

**Courses in which you wish to register:**

1. [ ] Title ________________________________ 1. [ ] Title ________________________________ 1. [ ] Title ________________________________

2. [ ] Title ________________________________ 2. [ ] Title ________________________________ 2. [ ] Title ________________________________

3. [ ] Title ________________________________ 3. [ ] Title ________________________________ 3. [ ] Title ________________________________

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

**Signature** ____________________________  **Date** ____________

**For Office Use Only**

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</table>
# General Application for New Jersey Summer School of Alcohol and Drug Studies

**July 13-26, 1997**

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<th>Last Name</th>
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**Certification (Alcohol/Substance Abuse Counselor):**

- Yes [ ]
- No [ ]
- If yes, which state: ____________
- Work Hours: 

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

- Your Position: ____________
- Beginning Date: ____________

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

**Previous Employment:**

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<th>To:</th>
<th>Title</th>
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**Previous attendance at a School, Institute or Conferences on Alcoholism or Alcohol Problems:**

- Year(s) of Attendance: ____________

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

- 8:00 A.M.-10:00 A.M. (NJ120, NJ148)
- 10:15 A.M.-12:15 P.M. (NJ120, NJ121, NJ149, NJ177)

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

**Signature:** ____________  **Date:** ____________

**For Office Use Only:**

- Instructor: ____________  **Instructor:** ____________
- Course Number: ____________  **Course Number:** ____________
- Grade: ____________  **Grade:** ____________
J. Ted Leavy, M.S.W., L.C.S.W., Supervising Program Specialist, Bureau of Community and Professional Services, Substance Abuse Unit, Department of Corrections, Trenton, New Jersey (RATV6/6)

Diane Lindberg, C.A.C.D., Project Coordinator, Addressing Tobacco in the Treatment and Prevention of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (RATV3/3)


Robert Lynn, Ed.D., C.A.C.D., Director, Employee Assistance Program, Bellmore Medical Department, Passaic, New Jersey (N1148, N1171)

Robert Mackey, Ph.D., C.A.C., D.V.S., School Clinical Psychologist, Southern Regional High School District, Manasquan, New Jersey (ON1172)

F. Mei Madden, Ed.D., Professor, Department of Counseling Education, California University of Pennsylvania, California, Pennsylvania (ON130/)

Josephine Mazzioli, Ed.D., M.P.T., Marital and Family Therapist, Westside Lifestyles, Westside Medical Center, Reno, Nevada (N732/)

Edward McDonnell, M.S., C.A.C.D., C.C.D.S., Student Assistance Coordinator, Ostomy Prep, Summit, New Jersey (PS284, SH307, N1147, N1156)

Damian McIlrath, Ph.D., Executive Vice President, Recovery Services (reitted), Haddam Foundation, Center City, Minnesota (VEN11)

Albert McNamara, C.A.C., Chief Operating Officer, Jersey Shore Addiction Services, Asbury Park, New Jersey (RATV6/8, SS107, SS114, SS117)

Gloria Mertz, M.S.N., C.A.C., Faculty Director, Meridian Center, Stamford, Connecticut; Private Practice, Stamford, Connecticut (PS350, SS107)

Fran Miceli, M.Ed., C.S.W., C.A.S., C.P.S., Central Prevention Coordinator, N.J. Department of Health, Division of Alcoholism, Drug Abuse and Alcoholism Services, Trenton, New Jersey (N1134, N1190)

Gail Gleason Gilgum, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (N114/2)

Thomas Morgan, Psy.D., C.A.C.D., Research Associate and Project Coordinator, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey (SON114)

Don L. Moyer, M.S.W., L.I.C.S.W., C.R.S.P., Mayo Associates Recovery Services, White Bear Lake, Minnesota; Partner, Concerns Recovery and Career Center, Roseville, Minnesota (WBS1, SS106, SS115)


Patrice M. Michoski, Sc.D., N.C.A.C.I., P.A.C.A.T.A., Vice President of Clinical Services, Adschar Hospital, Worcester, Massachusetts (RATV6/4)

Craig Nakken, M.S.W., C.D.C.P., Family Therapists, Private Practice, St. Paul, Minnesota (RATV11, ADV48, N1192, N1193)

William T. Neely, Ph.D., Private Practice, West Chester, Pennsylvania (RATV6/10)

Jörgen Nissen, L.L.M., President, ALWCONSULT, Copenhagen, Denmark (DSO128, SS118, SS119, SS120, SS121)


Gwena Ottisky, M.S., Director, The Self-Help Institute for Training and Therapy, Philadelphia, Pennsylvania (PS90, SS109)

Kevin O'Neill, M.S.W., M.A., Deputy Director, The Council on Compulsive Gambling of New Jersey, Inc., Trenton, New Jersey (N1168)

Bernice Orme-Conner, L.C.S.W., C.A.C.D., Clinical Consultant, Addressing Tobacco in the Treatment and Prevention of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (RATV6/0)


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

Robert P. Parker, Ph.D., Family Wellness Trainer, Reno, Nevada (AF180)

Patricia S. Potter-Erton, M.S., C.A.C.D., III, Partner, First Things First, Counseling and Consultants, Eau Claire, Wisconsin (ADV18, ADV45, SS107, SS108)

Ronald T. Potter-Erton, Ph.D., Partner, First Things First, Counseling and Consultants, Eau Claire, Wisconsin (ADV12, ADV45, SS107, SS108)

David J. Powell, Ph.D., President, ETP Inc., Windsor, Connecticut (VEN121)

Richard L. Powell, M.P.A., Coordinator, Alcohol and Other Drug Education Program for Trenton, Department of Health Education, Rutgers University, New Brunswick, New Jersey (RATV6/3)


Phyllis Reilly, M.A.C.D., Director, Addiction Recovery Services, University Behavioral Health Care, University of Medicine and Dentistry of New Jersey, Passaic, New Jersey (SSZ71)

Victor Rivers, M.S.W., L.C.S.W., Therapist, HIP Health Plan, Pascack, Monmouth, New Jersey (N1105)

George E. Ross, Ph.D., C.C.D.C.C., Licensed Psychologist, Private Practice, Nashua, Kentucky (VEN25)

Frederick Rodgers, Psy.D., Assistant Research Professor and Director, Center for Clinical Protection, Rutgers Center for Addiction Studies, Rutgers University, New Brunswick, New Jersey (RATV6/13)

Diane Rullo-Comoy, M.S.W., L.C.S.W., C.A.C.D., Clinical Social Worker, Rullo Psych Associates, Hudson, New Jersey (RATV6/23)

Norman Salt, M.A., C.A.C., Supervising Program Officer, Prevention Unit, N.J. Division of Alcoholism, Drug Abuse and Addictions Services, Trenton, New Jersey (N1153, N1154)

Melvin Sandler, M.S.W., C.A.S., C.E.A.P., Private Practice, Workcounch!, Fairfield, New Jersey (N1128, SS115)

Jack M. Schiffb, M.S., M.S., C.A.C., Director, Illinois Counseling Services, Woodstock, New Jersey (ADV27, ADV48, SS70, SS75, SS115, N1138, SS170)

Joyce F. Schneiderman, M.D., Clinical Assistant Professor of Medicine, UMDNJ - Robert Wood Johnson Medical School, New Brunswick, New Jersey (RAP17, ADV41)

Jacqueline Schreiber, M.S.W., Nicotine Program and Policy Consultant, Addressing Tobacco in the Treatment of Other Addictions, St. Peter's Medical Center, New Brunswick, New Jersey (RATV6/19)

Gerald D. Shulman, M.A., P.A.C.A.T.A., President, Gerald D. Shulman Training and Consulting in Behavioral Health, Waterbury, Florida (RAD14/0, SS73, SS78, SS111, N1153, N1170)

John Slade, M.D., Associate Professor of Clinical Medicine, Department of Medicine, St. Peter's Medical Center, UMDNJ - Robert Wood Johnson Medical School, New Brunswick, New Jersey (RADV90, N1129)

Cheryl Stierman, L.C.S.W., R.C.D., C.A.C.D., President, Cheryl Stierman Associates, Egg Harbor, New Jersey (ADV43, N1108)

Roger Swendson, M.S., C.P.S., Director, Program Development and Training, Minnesotta Institute of Public Health, Aroza, Minnesota (MS98, SS83, SS102)

Michael J. Talcik, Ph.D., C.A.C., Assistant Professor, Pennsylvania State University, University Park, Pennsylvania (ADV12, ADV41)

Paula Tuyton, M.Ed., Director of Education and Volunteer Resources, MacArthur AIDS Foundation, New Jersey (ON1107)

Mark C. Wallen, M.D., Medical/Clinical Director, Liverpin Foundation, Bangkok, Pennsylvania (N1169, N1191, SS96)

B. James Wasser, M.A., Assistant Superintendent/Personnel, Presidential Regional High School District, Englewood, New Jersey (ON174, N1102)

Bette Ann Weinstein, Ph.D., L.C.S.W.-C., Clinical Social Worker, Bethesday, Maryland (RAD52, SS183, SS119, SS185, SS191)

Arnie Wecker, C.C.G.C., President, Amie and Sheila Wecker Associates, Bridgeham, New Jersey (N1180)


B. Rose Wheeler, M.D., Addiction Specialist, Stanton Regional Hospital, Yeehaw, N.F. Canada (SS187, SS188)

Joni Wholan, C.S.W., C.A.C.D., C.S.D., Clinical Director, SCAST of New Jersey, Woodbury, New Jersey (N1041)

Barbara Harris Whiffield, R.T., C.M.T., Private Practice, Researcher/Author, Atlanta, Georgia (ADV28, ADV51, N1130, N1174)

Charles L. Whitfield, M.D., Private Practice of Group and Individual Psychotherapy and Addiction Medicine, Atlanta, Georgia (ADV12, N1130, N1174)

Robert R. Williams, J.D., D.B.E., Professor of Law, Widener University School of Law, Wilmington, Delaware (HS9105)

"After twelve years in the field of addiction research, it was refreshing to be in UMMA among the vast world of treatment, dedicated and multi-disciplinary addiction professionals."

"The proficient and personal presence of the instructors and their availability beyond the classroom fosters an ongoing exchange of ideas and plenty of interaction between among themselves and the participants."

"We’ve found the summer school to be very informative classes and very exciting instructors. The ‘Ruggers Experience’ is our experience that more people cannot explain."

Photography by Grant Gleason Millman.

Brochure layout by Linda J. Allen.
1997 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the 1997 Continuing Education Seminars follow:

Psychotherapeutic Drugs and Behavior
Daniel E. Benjamin, Ph.D.
January 9, 1997

Making Sense of Our Emotions in Recovery
Jack M. Schubik, M.A., M.S., C.A.D.C., C.C.D.S
January 16, 1997

Practical Legal Considerations
William Kane, J.D., C.A.C.
January 23, 1997

Peer Leadership Training
James Wasser, M.A.
January 30, 1997

Prevention Programming: History, Theory, and Regulations
Judith N. Appel, M.S.W., C.P.S.
February 6, 1997

Preventing Relapse by Using Coging Skills Training
Thomas Morgan, Psy.D., C.A.D.C.
February 13, 1997

Cults and the Addictions: Implications for Recovery
Raymond Dreitlein, Ph.D., C.A.D.C.
February 20, 1997

Screening, Intake, Orientation and Assessment of Alcohol- and Drug-Misusing Patients
Edward McDonnell, M.S., C.A.D.C.
February 27, 1997

Strategic Time-Limited Treatment with Chemically Dependent Clients
Gailly Sherman, L.C.S.W., C.A.D.C.
March 6, 1997

Issues in Employee Assistance Programming
Robert L. Lynn, Ed.D., C.A.D.C.
March 13, 1997

Biological Foundation of Chemical Dependency Disorders: Use of Medication as an Adjunct to Treatment
Mark C. Wallen, M.D.
March 20, 1997

Community Advocacy and Coalition Building Around Health Issues
John Faustes, J.D.
March 27, 1997

Alcoholism Counseling from a Cultural Perspective
Gloria Bassman, M.S., R.N.
April 3, 1997

Working with Parents of Troubled Kids: Turning Adversaries into Allies
Gwen Olitsky, M.S.
April 10, 1997

Treatment of Addiction in Patients with Personality Disorders
Mark C. Wallen, M.D.
April 17, 1997

Brief Strategies for Individual Counseling: Alcohol and Other Drugs
Eileen B. Issacs, Ed.D., L.C.S.W., C.A.D.C.
April 24, 1997

Each of the six hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for .60 Continuing Education Units (CEUs) by Rutgers University and for 6 hours toward certification/recertification by the Alcohol and Drug Counselor Certification Board of New Jersey, Inc. (ADCCBI). For further information, please contact Education & Training Division, Center of Alcohol Studies, Smithers Hall, Busch Campus, Rutgers, the State University of New Jersey, Piscataway, New Jersey 08854-0908. (Telephone 908-445-6317) (Fax 908-445-8800)