1998 Summer Schools of Alcohol and Drug Studies

Advanced School of Alcohol and Drug Studies
May 31-June 5

Summer School of Alcohol and Drug Studies
June 21-26

New Jersey Summer School of Alcohol and Drug Studies
July 12-17

European School of Alcohol and Drug Studies
August 9-14
1998 Summer Schools of Alcohol and Drug Studies

CONTENTS

About the Center 1
Education and Training Division 2
Advanced School of Alcohol and Drug Studies 3-13
Summer School of Alcohol and Drug Studies 14-26
New Jersey Summer School of Alcohol and Drug Studies 27-70
Drug Studies 71-100
European School of Alcohol and Drug Studies 101-114
Faculty 115-116
General Application Forms 117
Advanced School of Alcohol and Drug Studies 118
Summer School of Alcohol and Drug Studies 119
New Jersey Summer School of Alcohol and Drug Studies 120
European School of Alcohol and Drug Studies 121

Summer Schools of Alcohol and Drug Studies

Education and Training Division
Center of Alcohol Studies
Rutgers University

ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen’s College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1895. The university currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pudin, Ph.D., is known nationally and internationally as a leader in alcohol research, education and training, and publication and documentation of the alcohol literature. The Center was the first interdisciplinary research center to focus on alcohol use and alcohol-related problems and treatment, evolving in the late 1950s and early 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 in 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 fiftieth year this summer.

The Center of Alcohol Studies was the leader in 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 1944 the Center also began the Yale Plan Clinics, the first ever outpatient facilities for the treatment of alcoholics. The Yale Plan for Business and Industry, foreunner of current-day employee assistance programs, also began in the mid-1940s, in response to requests from business and industry having to cope with employment shortages during World War II.

Another of Dr. Haggard’s many important contributions to the field was the founding of the Quarterly Journal of Studies on Alcohol in 1940. This journal remains today the foremost journal in the field, and it is one of the top ten most cited scientific journals in the nation.

Over the years, Center faculty have served as consultants and experts for many important organizations and meetings, including the World Health Organization, the National States’ Conference on Alcoholism, the Missouri 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 1962 the Center of Alcohol Studies moved to Rutgers University with the support of S. Britsky Smithers, the Christopher D. Smithers Foundation, Inc., and the National Institute of Mental Health. It is located on Beach Campus in its own building, Smithers Hall, built through the generosity of S. Britsky Smithers and the Christopher D. Smithers Foundation. Smithers Hall provides offices, conference space, and laboratories for biological and psychological research. Britsky and Aidele Smithers Hall, an addition to the Center which opened in 1993, has expanded office space, laboratory space for the neuropsychological, 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, neurochemistry, sociology, public health, education, and prevention. It has received several National Alcoholism Research Center Awards from the U.S. National Institute on Alcohol Abuse and Alcoholism. In 1979 a prospective, longitudinal study of the etiology of alcoholism was instigated, measuring social, cultural, psychiatric, somatic and genetic factors in intervals throughout adolescence and young adulthood. In 1980, a five-year investigation of methods of treating alcoholism received a NARC award.
May 31 – June 5, 1998

Advanced School of Alcohol and Drug Studies

The Division of Research emphasizes that the combined efforts of many disciplines are necessary in the application of research to the problems of alcoholism. In addition to the research projects, researchers and psychologists are examining the impact of alcohol on public health, drug addiction, and the subsequent patterns of alcohol and substance use and abuse. Researchers are also conducting cognitive functioning, personality traits and alcohol consumption, exploring for patterns that influence the transition from moderate to excessive use of alcohol. Laboratory research is looking at the role of neurotransmitters, such as dopamine and serotonin, in the development of alcohol and drug use. Experiments on the use of neurotransmitters have been hypothesized to be involved in the regulation of alcohol consumption. Another laboratory, using the latest techniques of molecular biology, is manipulating gene expression and channel proteins in human cells to better understand the mechanisms of alcohol and drug use. Research is also being conducted to test the effectiveness of these interventions.

The Division of Prevention focuses on the development, implementation, and evaluation of interventions that are intended to prevent alcohol-related problems and reduce the burden of alcohol use on the public health. The Division is committed to the development of a theory-driven approach to prevention and intervention. The Division is committed to the development of prevention programs that are based on strong evidence of effectiveness. These programs are designed to prevent the development of alcohol-related problems and to reduce the burden of alcohol use on the public health. The Division is also committed to the evaluation of these programs to determine their effectiveness.

The Center of Alcohol Studies Library is open to the public. The library maintains a collection of materials on the effects of alcohol on the body, with a focus on the effects of alcohol on the brain, and the effects of alcohol on the liver. The library also provides access to a variety of resources for researchers and students.

The Admissions Office is located at the School of Alcohol and Drug Studies. The Admissions Office is responsible for the administration of the School of Alcohol and Drug Studies. The Admissions Office is responsible for the admission of students to the School of Alcohol and Drug Studies. The Admissions Office is responsible for the development of the School of Alcohol and Drug Studies. The Admissions Office is responsible for the development of the School of Alcohol and Drug Studies.

For over four decades the Center of Alcohol Studies has provided leadership in the education and training of professionals and policy makers. The Center of Alcohol Studies is the summer program of alcohol and drug studies. The Advanced School of Alcohol and Drug Studies is an intensive one-week course of lectures, general sessions, and special interest seminars. The 56th annual sessions of the Center of Alcohol Studies will be held in June 1996. The New Jersey Summer School of Alcohol and Drug Studies (NJSSADS), a one-month program, will be held in July. NJSSADS offers basic knowledge and training courses, as well as advanced courses, for lay persons and professionals whose work brings them into contact with alcohol and drug problems.

The European School of Alcohol and Drug Studies, initiated in 1995, will be conducted in August 1998 in Heidelberg, Germany. The biennial European School offers specialized courses, general lectures, and special interest seminars to both academic and non-academic persons who have an interest in the area of alcohol and drug studies.

Complementing the summer programs are the Continuing Professional Education Seminars in Alcohol and Drug Studies, a series of one-week workshops for professionals held during the fall, winter, and spring. These seminars are designed to provide ongoing education in these areas.

All programs receiving Continuing Education Units from Rutgers University and are eligible for contact hours toward alcoholics and drugs counselor certification/recertification in most states.

For further information contact the Division (732-445-4317).

ABOUT THE CAMPUS

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

The Center of Alcohol Studies Library 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 programs provide an in-depth exploration of prevention and intervention techniques for alcohol-related problems. The programs are designed for professionals and students who are interested in the study of alcohol-related problems.

In each school, participants enroll in specialized courses and attend general lectures and special interest seminars. The courses provide an intensive introduction into areas of the participant's interest, while lectures and seminars offer the opportunity to hear the views and opinions of different faculty and explore other topics. Facilities and programs offer a wide range of opportunities during each school for pupils to explore and practice their chosen field. In addition, optional social events (e.g., a dancing, an ice cream party) are held.

The diversity of the students' experiences and interests and the sharing of the faculty contribute to a unique and stimulating atmosphere. Many members of the faculty are involved in research, and the courses are designed to provide an opportunity for students to participate in that research. The Rutgers Experience: Hours. Students are housed in air-conditioned university dormitories with linen, towels, and mail service provided. Students live in 2-4-person rooms. The nightly fee is $850 per person. There are two types of accommodation: a single-room option is available for an additional $200 per person, and a co-living option is available for an additional $100 per person. Meals are served from Sunday dinner through Friday lunch.

All programs receive Continuing Education Units from Rutgers University and are eligible for contact hours toward alcoholics and drugs counselor certification/recertification in most states. Applications for all schools must be received at the same time for 10% discount to apply.

The application deadline is May 1, 1998; however, applications will be accepted until all seats are filled.

Applications will be accepted for the following programs: (1) professional education seminars; (2) Continuing Professional Education Seminars in Alcohol and Drug Studies; (3) the Advanced School of Alcohol and Drug Studies; and (4) the European School of Alcohol and Drug Studies.

APPLICATION/DEPOSIT

The application deadline is May 1, 1998; however, applications will be accepted until all seats are filled. 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. Deposit payments that are made payable to Rutgers, The State University of N.J., must be made on a U.S. bank in New Jersey, New York, or Delaware. No wire transfers will be accepted.

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

Fees: $400
Room and Board Fee: $300

Total: $700

If you have any questions, please contact the Admissions Office at 732-445-4317.

If you have any questions, please contact the Admissions Office at 732-445-4317.
**Course Descriptions**

**ADV01 The Diagnosis and Treatment of Chemical Dependency Disorders**

Instructor: Mark C. Walker

This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. The course will provide participants with an opportunity to acquire some basic knowledge of the different treatment strategies in the management of drug addiction and rehabilitation of patients with chemical dependency disorders. The first part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will be especially those cases. The last part of the course will focus on physician intervention techniques, with a review of a physician and medical student interaction as a result of chemical dependency disorders.

**ADV02 The Development of Self**

Instructor: Bruce Cutran

Cooperativeness, individuality, identity, potency, soundness and presence are all characteristics of a well-developed self. This course explores how we can enhance these attributes in ourselves and our clients. We will use psychological and learning methods and participants will be expected to participate in group explorations for personal and self-discovery. The conceptual framework for the course is grounded primarily in the contributions of Gestalt Therapy (Erickson and Mark Patzer). Transactional Analysis (Norton and Mary Goulding), Psychodynamic Psychotherapy (Stephen Johnson) and Psychosomaticity (Scott Peck and Jon Kabat-Zinn) are also utilized in the course.

**ADV03 Soil Work: Advanced Clinical Practice**

Instructor: Trevor A. Barnes

This is an advanced course for clinicians who work with chemically dependent adults in individual and group therapy. The self-speaks to us in the everyday language of thought and feeling. The self is a phenomenon that is approached to us through the unconscious, unconscious, dreams, imagination, poetry, story and the somatic wisdom of the body. The cycle of the clinical process begins with awakening the somatic wisdom of the body by becoming aware of the connections between the unconscious and the conscious. The course will focus on the role of the therapist in the therapeutic relationship.

**ADV04 Prevention Promoting Strategies for Youth**

Instructor: Thomas Ortefa

This course will review promising strategies currently in use in schools that emphasize prevention including: parent education; community health strategies; school’s role in community health issues; the course will present organization and implementation issues, processes and techniques. The course is geared to assisting participants in identifying strategies to address and overcome individual, organizational and societal barriers in order to take the preventive measures.

**ADV05 Substance Abuse Literacy: Pharmacology**

Instructor: Ted Flynn

The course will focus on the pharmacology of street drugs and its relationship to the biopsychosocial disease model. The course will analyze the biological aspects, the psychological aspects and the social aspects of the disease model. The effects of drugs on each of these aspects will be presented in terms of symptoms, causes and cures. The goal of the course is to develop the idea of substance abuse literacy in a community health and facility with the major assumptions, concepts and theories in the field. The material to be discussed will primarily be theoretical and the applications are to depict the role of substance abuse literacy in prevention, treatment and advocacy issues. Particular emphasis will be placed on the role of the substance abuse service provider in the treatment and the role that pharmacology can play in early intervention and treatment.
ADVI Addressing Tobacco in the Treatment of Other Addictions C003
Instructors: John Shapira, Steven Devine, and Jacqueline Schreiber
This course will cover the problems with and opportunities for addressing tobacco use in the treatment of other chemical dependencies. Participants will learn about dealing with tobacco issues and trusting nicotine dependence in a variety of treatment settings. This approach to smoking cessation motivates smokers to re-evaluate their nicotine addiction and will be covered. This course will use didactic material, practice exercises, and case studies, some of which will be performed by the group. Participants will leave the course with a practical, time-saving tool that can be used in their individual treatment settings.  

ADV13 Exploring Addiction Treatment and Personality Disorders C020
Instructor: Diane Bullo-Coyne
An in-depth look at personality disorders will be presented. Developmental and situational issues of an addiction will be explored. Treatment issues that arise when working with addicted individuals who also have a personality disorder will be discussed. Obstacles encountered when working with the dual-diagnosed population will be addressed. 

ADV14 Frustration and Confusion C020
Instructor: Michael J. Tugby
Basic Neuroscience of Addiction. A Handbook to Assess and Treat Resistance in Chemical Dependency. This course delineates the complex nature of resistance and how it applies to chemical dependency counseling. Resistance is far from a simple problem and thus requires for简单 from simple interventions. The course covers the field itself. Material and treat- 

ADV15 Dual Diagnosis — The Drive for Integrity C013
Instructor: J. Calvin Chilcote
This course is a comprehensive introduction/overview of dual diagnosis (DSM-IV) and its impact on the practice of chemical dependency counseling. The focus will be on the distinct issues, symptoms, and treatments of persons with concurrent chemical dependency and psychiatric disorders. 

ADV16 Assessment, Referral, and Treatment C013
Instructor: Gerald D. Shulman
Material will be presented about the nature of chemical depen- 
dence, cross addiction, treatment setting, and related topics. Differences and similarities between alcohol, cocaine and other substances will be covered. The students will learn about recognizing and talking about co-existing psychologi- 

ADV17 Harm Reduction in Clinical Practice C020
Instructor: Frederick Roiger
This course will introduce participants to new paradigms within the framework of harm reduction. The goal of this approach is to reduce the harm caused by drug use. The emphasis in this course will be on training counselors to use the principles of harm reduction in providing care to those who use drugs. 

ADV18 Group Development Techniques C020
Instructor: Mary R. O'Shaughnessy
Comfortable clothing and prepare for a fun, activity-based course. The course begins with a hands-on approach to group develop- 

ADV19 Integrative Therapy Techniques C020
Instructor: Patricia S. Polman-Turner
Integrative therapy techniques are those that help addicted substances users face their unresolved issues, both behavioral and emotional and spiritual. It is necessary to intervene with the clients in all these levels to apply it at the core through the defenses that maintain the addiction. If any level is left unattended, relapse is more likely. 

ADV20 Cognitive-Behavioral Strategies for Primary Care Providers C010
Instructor: Jack M. Schlicht
The future of intervention will be directed by a new model that incorporates the best of what we understand and the best of what we can imagine. The student will be introduced to the core elements of cognitive-behavioral and mental illness and psychodynamic intervention. The student will be introduced to the core elements of cognitive-behavioral and mental illness and psychodynamic intervention. The student will be introduced to the core elements of cognitive-behavioral and mental illness and psychodynamic intervention.
ADV24 Dreams: The Royal Road to the Soul
Instructor: Thomas E. Lepore
Every person dreams every night. But how can we remember our dreams? More important, what do they mean and how can we understand them to speed the process of recovery? This course is geared to those interested in using dreamwork in recovery from substance abuse. Participants will be given the basic tools to begin to make sense out of these "messages in a bottle" that we receive every night of our lives. No prior working knowledge of dream interpretation or dream analysis is required. The course is designed to be practical, spiritually fulfilling and fun.

ADV25 Understanding the Dynamics and Content of Intimate Relationships
Instructor: David G. Delbert
Intimacy in a relationship is certainly much more than sexual involvement. True intimacy requires intense emotional sharing, understanding and acceptance. True intimacy also requires a strong ego strength. In this course, participants will learn five distinct aspects helpful in the development of an emotionally rich and satisfying relationship and how to maintain each of these qualities within themselves. Participants will explore and discuss how addiction sabotages intimacy and how this process may be integrated into the recovery process.

ADV26 The Survival and Growth of the Counselor in the Addiction Field
Instructor: Raymond P. DeBril
The survival of the line counselor in the current changing mosaic of the addiction field can be explored. The pioneering work of Carmen Renee Berry on the various "helping traps" will be reviewed along with various other areas of special application to the addiction field. The many roles that the counselor plays in the course of a day in the delivery of services to the addict will be discussed. Several studies on "job satisfaction" and "career longevity" will be examined with practical steps that can be taken to ensure the survival of the counselor in the field. A working model of counselor growth will be developed through reviews of some pertinent articles and session board meetings with the counselor in training. A survival kit will be prepared. This course will begin with a review of EAP core technologies, history of EAPs and various evolving models of services. Current developments will then be explored: EAPs and managed care; EAPs and wellness programs; recent DOT regulations concerning drug and alcohol testing (DOT, BAT); return-to-work programs; and increasingly sensitive positions: confidentiality (absolute or relative); critical incident stress debriefing; handling the difficult client/situation; the role of the EAP in downsizing, facility closings and hostile takeovers.

ADV27 Clinical Supervision in Alcohol and Drug Abuse Counseling
Instructor: David L. Poulos
This course will focus on emphasizing a blended model of clinical supervision. Topics to be covered include: philosophy of care and training; training and development, developmental approaches to counselor growth, contextual factors, methods of supervision and specific techniques of supervision. Attention will be given to a "client" and job "staff," along with the use of substances by staff and gender differences in supervision. The course will include skill practice and role-modeling techniques in supervision.

ADV28 What Supervisors and Counselors Need to Know to Maintain Clinical Integrity and Personal Safety in the Managed-Care Environment
Instructor: Ann Crossley and James F. Ewenett
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 with managed care, which requires expert clinical knowledge and experience, as well as 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 abreast of the next wave of managed care ramifications. This course aims to give the clinician in part what he or she needs to make sense of these "messages in a bottle" that we receive every night of our lives. No prior working knowledge of dream interpretation or dream analysis is required. The course is designed to be practical, spiritually fulfilling and fun.

May 31 – June 5, 1998

ADV01 The Diagnosis and Treatment of Chemical Dependency Disorders (ADV101)
Instructor: Mark C. Witten
This course is designed for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will focus on the development of an understanding of addiction and chemical dependency. The first part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures that can be applied to make a diagnosis. The second part of the course will focus on the assessment and treatment strategies and will review the role of the physician and medical student involvement as a role of chemical dependency disorders.

ADV02 The Development of Self
Instructor: Brian Curlett
The course will cover the development of self from infancy through old age. A variety of techniques and strategies will be used to gain an understanding of this complex process. The course will include exercises and activities designed to help students gain a better understanding of themselves and their development.

ADV03 Soul Work: Advanced Clinical Practice with Chemically Dependent Adults
Instructor: Patricia A. Burke
This is an advanced course for clinicians who work with chemically dependent adults. It will provide an in-depth exploration of experiential techniques and methods for engaging, assessing, and treating clients in the context of their own spiritual and psychological needs. It will include techniques from a variety of therapeutic approaches, such as psychotherapy, spiritual and creative arts, as well as Jungian and Transpersonal Psychotherapy, meditation, mindfulness, poetry, mythology and story telling, and integrate these into a model for healing in clinical practice. This class will employ experiential learning processes such as role play, peer teaching, and small group process, and the spiritual practice of mindfulness, breathing techniques, small and large group process and writing practice.

ADV04 Beyond Addiction: Counseling for Transformation (ADV201)
Instructor: Albert McNamara
Following the initial recovery phase, many clients report involvement with others who are similarly affected by chemical dependency. This course will focus on the identification of the clients of chemical dependency and the role of the chemically dependent individual in the recovery process. Participants will explore techniques and approaches that are grounded in self-acceptance and creative self-expression.

ADV05 Community-Based Prevention Strategies (ADV301)
Instructor: Yvonne L. Johnson
Local communities throughout the United States have created partnerships, coalitions, alliances, collaborative, task forces and coalitions with other organizations, who are working together to achieve a common goal of improving community-wide prevention efforts. Some of these efforts are well-funded by public and private sources, while others are more grassroots in nature. Participants will learn about the effective strategies and approaches to engaging community members and increasing the involvement of community members. The purpose of this course is to examine the role of the community in the prevention of drug abuse.

ADV06 Evaluation for Impact (ADV104)
Instructor: David M. Anderson
Increasingly, alcohol and other drug prevention program planners are being called upon to document their programs in achieving their stated objectives. As funding sources are becoming increasingly diminished and program implementation is a necessary element of accountability and a strategy to identifying promising strategies, mechanisms for documenting the cost-effectiveness of prevention programs are increasingly necessary. This course will guide participants through a process that clarifies desired program results, clarifies hypotheses and conceptual...
ADV38 Psychoanalytic Approaches in Working with Clients in Recovery: Alcohol and Drug Addiction

Instructor: Eileen B. Foosman

This course provides an overview of psychoanalytic approaches in alcohol and drug addiction treatment. Topics include: (1) overview of psychoanalytic theories and their application to alcohol and drug addiction; (2) understanding the dynamics of alcohol or drug dependency within each analytic framework; (3) assessment of substance use and related problems; (4) motivation assessment for change; (5) analytic intervention strategies; (6) use of the therapeutic relationship in helping to promote change.

May 31 - June 5, 1998 Advanced School

ADV39 Gestalt as a Therapeutic Tool in the Treatment of Addiction and Co-Dependency

Instructor: Thomas C. Demond

This course is designed to explore the theory and techniques of Gestalt as used in individual counseling and the group process, as well as an appropriate application of the Gestalt approach to addiction and co-dependency. Participants will learn how obstacles to change are counteracted during counseling; the effects of being blocked; how beliefs impact personal lives and professional counseling. Participants will be asked to complete a 15 hour assessment, referral and/or treatment to individuals with alcohol and drug disorders.

ADV40 Being, Belonging and Doing: Their Relationship to the Addictive Process, Recovery, and Relapse Prevention

Instructor: Patricia S. Gatzke-Efendi

Addictive processes are frequently related to an individual's perceived deficits in the areas of being, belonging and doing. Being deficits concern the individual's sense of who he is and how he relates to the world around him. Belonging deficits involve the need to perceive oneself as a significant, loved and respected member of the community. Doing deficits refer to the individual's capacity to shape and experience the self as an agent of choice. This course will explore the relationship among these processes and attempts to develop new approaches to the treatment and prevention of addictive disorders.

Instructor: Claudia A. Blackburn

Often, the attention on family violence focuses on spouse and child abuse. Yet, there are a growing number of youth who are turning toward violence to resolve issues in the home and outside the home. This experiential course examines the patterns and commonly family dynamics of violent youth. As a participant, you will have an opportunity to explore the dynamics and violence and its impact upon adolescent and family development.

The course will highlight the dynamics of violence, family development, and techniques of interventions using experiential and creative approaches.

Instructor: Medeline Current

Post-Traumatic Stress Disorder (PTSD) develops in response to life-threatening events. Traumatic events can lead to intense fear, helplessness, and a sense of threat. These events can be physical, sexual, or emotional abuse. PTSD can result in a range of symptoms, including intrusive recollections, nightmares, emotional numbness, and avoidance behaviors. The course will cover the diagnosis, treatment, and prevention of PTSD. It will also discuss the impact of PTSD on family members and caregivers.

Instructor: Craig Atkins

This course will start by exploring the elements and principles that make up a healthy functioning family. Then the course will lay out our expectations for the primary processes that the family system is affected by addiction. Special attention will be given to the role of family members in the treatment of addiction; and how the addictive process may affect children differently according to their developmental stages. To really help families of addicts, both the developmental processes of family and the addictive process must be considered. The combination of the overall strategies and processes offers the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.

ADVE2 Substance Use and Abuse by College Students: Campus-Based Approaches to Prevention

Instructor: Lisa Luttmann and Richard L. Powell

The course is designed to provide participants with a basic understanding of college drug and alcohol use, and to substance abuse prevention and treatment. Specific sessions will be placed in these areas: (1) campus alcohol and drug policy; and (2) education, training, and research in prevention and treatment. Participants will be exposed to both current approaches and resources that are available to college communities, and the development of substance abuse and its consequences. Through lectures, discussions, hands-on activities, role plays, problem solving, participants will learn new strategies and resources for dealing effectively with the problem of substance abuse on college campuses. The course content will be relevant to all student affairs professionals in the area of campus-based prevention and education.

ADVE4 Making Sense of Our Emotions in Recovery: An Experiential Process Approach

Instructor: Mary C. Stobbe

Do you have a framework to systematically address client emotional recovery? We need to learn the functional purpose of each emotion to develop those that we can apply during therapy. Through an experiential class process, we will explore a model that relates emotions to the personal meaning we give to events and conditions in our life. We will explore (1) basic emo-
Learn how, in the context of government/employee-provided benefits, some type of change was inevitable and imperative; how HR and managed care aligns with evolving and how providers can still be functional in a healthy and rewarding manner in the workplace.

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

This course deals with the critical knowledge and skills needed by supervisors, managers and counselors if they are to survive in the new systems of care. The course addresses current legal and ethical issues facing supervisors, prepares your management and IQ, and explores how to build an enduring work organization, create a productive working environment while avoiding change, the responsibilities of supervisors, and how to deal with potential violence in the workplace. Stages of organizational change, aspects of the management paradigm, understanding of the current criteria, solution-focused supervision, training in the new treatment models, and the future of training in the year 2000, will also be discussed.

"There is an extreme culture in knowing that when my battery gets low there’s a place to go to get it recharge and serviced. Ragers has become that place for me."
Summer School of Alcohol and Drug Studies

The Summer School of Alcohol and Drug Studies was founded at Yale University in 1945 as the Summer School of Alcohol Studies and moved to Rutgers University in 1950. E.M. Jellinek, sc.M., was the schools first director. Howard R. Haggard wrote that the school was undertaken "as an example 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 major course of study physiological aspects, alcohol traffic, prevention and administration of statistical laws, social problems, legislative control, prevention of alcohol abuse, and the economic, social, medical, and administrative aspects of the problem. It was attended by 52 students the first year and 127 the following year. The fall of 1945 saw a total of 217 students enrolled in the school.

The 1958 Summer School of Alcohol and Drug Studies will be the fifth such conference. The director of the school is John Gleason, M.I.D.

Over the years, students have attended the school from each of the fifty states, the twelve Canadian provinces, and forty other countries. It has included men and women who have played pioneering roles in the establishment of programs of treatment, education, and research in the alcohol field. The Center of Alcohol Studies, Marty Mazur, a student in 1924, founded the National Institute for the Study of Alcoholism; this organization later became the National Council on Alcoholism and Drug Dependence. The Rev. David Wooster, Ernest Shipboard and Willard Wayman, all religious figures of the interdenominational type, attended the North Conway Institute in 1931. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Problem Association. Many recent graduates of the Summer School are members of the National Council on Alcoholism and Drug Dependence and the Alcohol and Drug Problem Association. Many recent graduates of the Summer School are members of the National Council on Alcoholism and Drug Dependence and the Alcohol and Drug Problem Association.

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

The emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors. The school's curriculum offers a general lecture and special interest seminar to supplement the in-depth work and the students have access to the outstanding resources of the Center of Alcohol Studies Library, located in Bradley and Addison Schefers Hall.

Admission

Enrollment is limited. Applicants will be expected to meet the following minimum criteria for admission: have professional qualifications such as those of physician, nurse, social worker, certified alcoholism/substance abuse counselor, clergyman, scientist, or public health worker; be employed in the alcohol/drug field at the time of application; or have attended one of the many regional, state, or provincial schools of alcohol/drug studies. For those who do not qualify under the above criteria, admission is 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$400.00</td>
</tr>
<tr>
<td>Room and Meal Plan</td>
<td>339.00</td>
</tr>
</tbody>
</table>

A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance into the school. All checks and money orders for both the deposit and balance due must be drawn on a U.S. bank and be payable to Rutgers, The State University of New Jersey. MasterCard and VISA will be accepted on the day of registration for the balance of total costs. Any deposit payments that use wire transfer will be charged an additional $25.00 fee.

Treatment facilities/governmental agencies are required to receive a minimum of five students per week; the number of students is limited due to space considerations.

Applications for all schools must be received at the same time and will be considered for the 1998-1999 academic year. The application is due by April 1, 1998. Each applicant must send the following information:

1. A completed general application form (found on the last page of this brochure).
2. A letter from the candidate stating which scholarship he/she intends to apply for and the projected background of the candidate.
3. A letter of recommendation from a professional person who knows the candidate, stating the candidate's attributes and role in the field.

Scholarships

The Summer School has no scholarship funds of its own. It relies on donations from the administration of the following full scholarships: Alumni and Frank A. Seixas Memorial Scholarships. Paul E. Livanos, M.D., and the Foundation for Alcohol Studies. The Summer School also administers the administration of the J. Seidman Johnson, Jr. tuition scholarships (which do not include room, meals or travel). Applicants are requested to apply for only one of the above scholarships. Scholarship application must be received in the SSADS office by April 10, 1998. Each applicant must send the following information:

1. A completed general application form (found on the last page of this brochure).
2. A letter from the candidate stating which scholarship he/she intends to apply for and the projected background of the candidate.
3. A letter of recommendation from a professional person who knows the candidate, stating the candidate's attributes and role in the field.

Please note that is not necessary to send in the $100 non-refundable deposit with a scholarship application.

Alumni Scholarships

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies. The alumni group of the summer school's Reunion Committee must be established for the packet to be reviewed by the Scholarship Committee. Please note that candidates do not need to be currently attending the Rutgers Summer School of Alcohol and Drug Studies will receive priority consideration from the Reunion Committee.

To apply for one of these full scholarships, a letter of application should describe how the person meets the following requirements:

1. Candidate must:
   - Be certified as an alcoholism/drug abuse counselor or be in the process of obtaining certification.
   - Document hours of treatment centered toward degree should be included in the packet.
   - Work full- or part-time, presently or in the recent past, in the alcohol or drug field.
   - Have a degree in the social sciences (e.g., psychology, sociology, criminal justice, etc.)
   - Be actively involved in community groups, local industry, school systems, and/or volunteer programs.

2. Applicants are required to sign a form verifying that their annual salary is less than $50,000.

J. SEWARD JOHNSON, JR. SCHOLARSHIPS

The J. Seidman Johnson, Jr. Scholarship, supported by The J. Seidman Johnson, Jr. 1987 Charitable Trust, will be awarded to individuals who are working in prevention, education, intervention, and treatment programs in the field of alcoholism, and one of these tuition scholarships should describe the applicant's work with young people and indicate how attendance at the Summer School will impact on this work.

FRANK A. SEIXAS MEMORIAL SCHOLARSHIPS

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

Certification

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers University has granted the degree of 4 credits (equivalent to 4 hours) to be applied toward alcoholism and substance abuse counselor certification/recertification in most states.

Daily Time Schedule

Monday-Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:00 a.m.</td>
<td>Class*</td>
</tr>
<tr>
<td>10:15 - 12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 - 2:45 p.m.</td>
<td>Class*</td>
</tr>
<tr>
<td>2:45 - 5:00 p.m.</td>
<td>Class*</td>
</tr>
<tr>
<td>7:00 - 7:30 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Special Interest Seminars</td>
</tr>
</tbody>
</table>

Facilities are available for group meetings; attendants are requested for example, the fellowship of AA.

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

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

Students are expected to register for three courses. The courses are selected in consultation with the student and the course consultant. This is an experimental course. Therapeutic processes will be demonstrated in class. Participants will be encouraged to contribute to the class learning environment and have a commitment to cooperative, self-disclosure, self-exploration, and self-responsibility.

**SS58 Beyond Addiction: Counseling for Transformation**

This course will focus on the first recovery phase, when clients report involvement in repetitive cognitive and behavioral patterns similar to their addiction behavior and often with similar negative effects. This course is sometimes a result of external changes that are not considered to be lasting. The course will focus on identifying the basics of repetitive pattern, traditional approaches to emerge from addiction will be discussed. Participating in this course will prevent clients from repeating patterns that are geared to developing self acceptance and the recognition of the use of reframing, visualization and creative self-expression.

**SS59 Promising Prevention Strategies for Youth and Their Families**

This course will review promising strategies currently in use in school- and community-based prevention programs. Parent communication approaches, social influences, model curricula, peer leadership training for adolescents, community alliances, workforce education efforts for parents and youth education programs, religious organizations will be presented and discussed. Environmental controls such as increased excise taxes on alcohol, beer, and tobacco, regulation of television and radio ads, and smoking initiatives will also be considered. Identifying prevention resources available via the Internet to current and relevant World Wide Web sites briefly overviews.

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

**SS60 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 are the obstacles to implementing successful drug and alcohol prevention programs? This course will take a close and careful look at college initiatives over the past 30 years. It will focus on the different strategies that have been used to influence student attitudes and behaviors and the evaluation results. Data, assumptions, knowledge foundations and current approaches will be presented. National initiatives implemented using college students as the target for our efforts will be covered. For this course: these are the College, Alcohol Survey (1970-1987), the National Institute on Alcohol Abuse and Alcoholism, and Technical Colleges (1991), the National Inventory of College Drug/Alcohol Initiatives (1992), the Challenge 2000/Ethnic Health Partnership, and the Prevention/Preventing Practice: Campus Alcohol Strategies (1996-1997).*

*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. The emphasis will be placed on understanding and adopting evidence-based methods and practices, using critical thinking as pathways to self-discovery and the full blossoming of the integrated self as a helper in service to others.*

**SS61 Working With African Americans**

**Instructor: Gregory A. Birkett**

*It has become increasingly more apparent that counselors and educators who work with African Americans are working in an environment of diversity, which is challenging for their clients. In this course, participants will focus on how African American clients experience their world. The major goals of this course are to raise awareness of misconceptions about cultural background and activities, and to enhance students’ ability to respond appropriately to the needs of African American clients.*

**SS62 Therapeutic Strategies for Hispanic/Latino Clients**

**Instructor: Albert McNemara**

*This course will begin with a discussion of the sociological and economic role Hispanics play in New York. Topics will include: determining the degree of assimilation in making an appropriate intervention; measuring the psychological impact of immigration; and taking advantage of Hispanic cultural traits during counseling.*

*This course will assist students to identify and cultivate cultural validation of Hispanic individuals in their treatment of Hispanics to make a proper intervention; and enable students to use cultural and traditional values in facilitating client recovery.*

**SS63 Flawless: Your Top Ten Character Flaws and What to Do with Them**

**Instructor: Laszlo A. Tartaglia**

*Based on the best seller, Flawless: Your Top Ten Character Flaws and What To Do With Them, this course will focus on the top ten character defects and strategies for changing them. It is a humor-based program that includes such topics as “The Uninvited Indigent” and “The Martyr Syndrome.” Not only will this course help participants cultivate character flaws and their strategies for working with others who are “stuck” on a particular flaw.*

**SS64 Angry All the Time:**

**The Addiction/Anger Connection**

**Instructor: Richard P. Grasso**

*Alcoholics, addicted and affected family members from culturally dependent families all score highly on standardized measures for anger. What are the appropriate inducers for alcohol intoxication, addiction, anger and aggression? Why do some recovering persons spontaneously give up their anger when they quit drinking, while others stay just as mad and still others seem to get angrier? We will discuss those concerns. We will create within the group anger anger stories be described along with appropriate therapeutic interventions.*

**SS65 Chemical Dependency Disorders**

**Instructor: Mark C. Welle**

*Multiple substance use is a very common today, especially among alcoholics. Alcoholics, particular younger individuals, have been classified into the category of substance-related problems, but other sedative-hypnotics, narcotics, sedatives, PCP, volatile inhalants, and marijuana.*

*The course will provide a review of these substances from a historical, pharmacological, and treatment perspective. It is designed to give a working knowledge of specific drugs and some basic knowledge and develop skills in the diagnosis, treatment, and counseling of clients with chemical dependency disorders. The multitiered model of chemical dependency treatment will provide a framework within which the biologic, epidemiologic, psychological, and behavioral components of addiction are examined. Specific treatment approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavior modification, group, and family therapy and stress management techniques, psychological, social treatments (marital, family, behavioral, and cognitive), and role modeling (12 step programs, spiritual counseling).*

**SS66 The Cocaine/Alcoholism Connection**

**Instructor: Gerald D. Stavrou**

*Material will be presented about cocaine in all of its forms including its chemical properties, physiological and provable data, different routes of administration, its short- and long-term effects, and the procedures that are used in its general treatment.*

*Differences between cocaine and alcohol, between cocaine users and alcohol users, and between cocaine dependence and alcohol dependence will be listed and the treatment implications that arise from these differences. Included will be differences related to the pharmacological, chemical, and identification issues. The identification of powerlessness, family dynamics, self-image, interactions with treatment staff, common treatment programs, drug courts, CODA issues, issues of cocaine use, “specialties,” referral, and utilization of 12-step groups.*

*Information will be provided about diagnosis, detoxification, determination of appropriate level of care, use of amino acids and antidepressive drugs, aftercare, and design of relapse prevention strategies specific to cocaine addiction. Special attention will be paid to those characteristics of the cocaine addict that cause particular treatment misdiagnosis. Concrete recommendations for treatment programs will be made.*

**SS67 Assessment and Treatment Planning for C013 Chemical Dependency Disorders**

**Instructor: Phelps R. Cecil and Cecilia Chen**

*This course will review assessment, evaluation and treatment planning methodology, especially that required by the Joint Commission on the Accreditation of Health Care Organizations. It will present a behavioral assessment format that includes 12-item IV, 16-item IV, and 25-item IV questions of alcohol and other drugs, psychosocial and physical illness, family, vocational, social, recreational history, cultural, spiritual, and legal variables; analyses of clinical laboratory screen, Triage, and urinalysis test results. Treatment planning formats based on comprehensive formulation of the assessment data, diagnostic criteria, discharge criteria, option for discharge or referral (ASAM criteria), as well as measurable and specific time-limited objectives and interventions by modality. Modality assessment for different treatment modalities: family, group, individual, and crisis; drug, media, nicotine, eating or gambling disorders. Methods of instruction will include didactic and experiential formats, case materials, role-playing, videos, and study guides.*

**SS68 Brief Therapy Approaches in Chemical C030 Dependency Treatment**

**Instructor: Nikola Irina Meyer**

*Focused with shortened residential treatments and restrictions on intake, the patients are flexible and are ready to explore new approaches and reorient the traditional ways of thinking. This course will present and explore brief therapy models and help participants develop a plan for their practice. They will explore brief, solution-focused psychotherapy approaches and their application in chemical dependency treatment.*

*This is an intensive and participatory course and experimenting with brief therapy approaches through participatory lecture, discussion, and role plays in dyads and small groups.*
SS69 Motivational Counseling and Addiction
Instructor: Beto Ann Weisnagel
This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addiction treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between abuse and addiction. In addition, a new cognitive-behavioral model of denial will be presented, along with specific strategies for dealing with it.

SS70 Interpreting the Transmission of Alcohol/Drug-Related Attitudes and Behaviors in the Family
Instructor: Jack M. Sekibit
What model do you use to help clients hold the transmission of addiction intact? A discussion of models from use transmission to the next?

SS71 Traumatic Stress: Treatment Approaches
Instructor: Claudin A. Blackburn
It is difficult to avoid the issues of stress and trauma when working with individuals or families living with addiction. The prevalence of traumatic events and acts within the addicted population is significantly higher than in the general population. Therefore, researchers who have lived through the pain of another’s addiction suffer heavy consequences in the form of stress disorders.

SS72 Active Techniques in Recovery Counseling
Instructor: Patricia S. Parker-Moore
Substance abuse clients and family members often struggle with despair, numbness, denial, frustration, problems in cognition and reactive and compulsive patterns of behavior. These clients benefit from techniques that focus thought and feeling, create bonding and good physical contact with surroundings and that heighten their level of motivation and communication. This workshop focuses on the use of active techniques in groups, individual and family chemical dependency counseling.

SS73 Empowering the Self in Recovery
Instructor: D'Aloge L'Hoste and Ginge Meritt
This will help clinicians empower their clients to perceive themselves as the center of their own lives. It will provide an opportunity for the therapist to deepen his/her conceptual and experiential understanding of the impact that love relations, family therapy, and peer support can have on recovery.

SS74 Relapse Prevention Therapy
Instructor: Don L. Weger
Current research indicates that a clear majority of people treated for drug addiction experience a relapse. Clients often have needs that are different from those of clients who are able to sustain sobriety. This course will address issues of relapse within the context of the theory and practice of counseling. This course content will include assumptions, theoretical models, signs and symptoms, trauma and recovery research, treatment planning and case presentations.

SS75 What Supervisors and Counselors Need to Know to Maintain Clinical Integrity and Personal Safety in the Managed-Care Environment
Instructors: Ann Crowley and James F. Eswart
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.

SS86 The Development of Self
Instructor: Bruce Curvai
Competence, centeredness, identity, potency, boundlessness 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 interpersonal framework for the class is grounded in the experimental work in psychodynamic theory. Contributors to Gestalt Therapy (Rogov and Miriam Polster), Transactional Analysis (Bob and Mary Gordon), and Psychotherapy (Steeves Johnson) and Psychosynthesis (Scott Peck and Jan Selman) are also utilized in the course.

SS57 Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult
Instructor: Patricia A. Bumbe
For clinicians who practice with people who have chemically dependent adults in individual and group therapy. The purpose of this workshop is to discuss a number of perspectives that help the therapist to clarify the role of their felt presence in their work with their patients. This experiential course will allow participants to explore their own ways of relating to and understanding their patients and to develop specific skills in the appropriate use of self in individual and group process with chemically dependent adults.

Therapeutic strategies used in this course will be drawn from diverse spiritual, creative and psychosynthesis processes. In particular, T'ai Chi, Taichi, Dzidz, Breath Work, Body-Process Psychology, Non-Verbal Communication, Transpersonal Psychology, Depth Psychology, the Twelve Steps of Alcoholics Anonymous and Social Work methods. We will explore the use of experiential learning processes such as meditation, guided visualization, the spiritual practice of mindfulness, breathing techniques, small and large group process and writing processes as pathways to self-discovery and the full blossoming of the integrated self as a help in service to others.

This is an experiential course. Therapeutic processes will be demonstrated in class. Participants are expected to actively contribute to the class learning environment and have a commitment to self-discovery, self-nurturing and self-responsibility.
**SS88** Beyond Addiction: Counseling for Treatment [C010 - C015] (Both 10:00 and 10:15 sessions required)

Instructor: Albert M. Norton

Following the initial recovery phase, many clients report involvement with drug and alcohol use and their associated patterns similar to their addictive behavior and often with similar negative effects. This session explores the changes that are not accompanied by internal transformation. This course will focus on identifying the beliefs of repetitive patterns, transitional-oriented behavior, and ways to create a non-recovering relationship. Participants will explore counseling approaches that are genuinely about self-reflection rather than self-admission via the use of reframing, visualization, and creative self-expression.

---

**SS86** The Diagnosis and Treatment of Chemical Dependency Disorders [C102 - C103] (Both 10:15 and 11:15 sessions required)

Instructor: Mark C. Wallen

This course is for medical students and physicians who are interested in learning the legal, ethical, and emotional aspects of diagnosis and treatment of chemical dependency disorders. This course will provide an opportunity to acquire some basic knowledge of drug use and develop skills in the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. The course will focus on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case studies will exemplify these issues. The last part of the course will focus on pharmacologic and psychological interventions, along with a review of physical and medical student implications as a result of chemical dependency disorders.

---

**SS77** Community-Based Prevention Strategies [P097 - P098]

Instructor: Thomas Griffls and Roger Staudenig

Local communities throughout the United States have created partnerships, coalitions, alliances, collaborations, task forces and other formal and informal groups and organizations who are working together to achieve a common goal of improving communitywide prevention efforts. These efforts are well-funded by federal and state agencies, private foundations or local supporters. Others sustain themselves on little or no financial assistance and depend on volunteer time and in-kind contributions of members. The purpose of this course is to examine the socio-political and policy issues that are motivating these community-based prevention coalitions.

The course will identify promising strategies and approaches being used to monitor and measure obstacles to effective planning, implementation, and evaluation procedures and pre-anniversary findings regarding both coalition procedures and outcomes. Basic approaches to prevention will be considered including: youth-focused efforts; school-based curriculum; school-based community controls such as alcohol, drug, and toxicology screening and testing; and comprehensive community-wide projects that include multiple approaches. Whenever possible, existing participants in the course will be integrated into discussions.

---

**SS78** Community Advocacy and Coalition Building Around Health Issues [P092 - P093]

Instructor: John Collier

This course is designed to enhance the advocacy and coalition building skills of those interested, or involved in being involved with community health issues. The course will present organi-
and how beliefs impact personal lives and professional counseling. Participants will understand how Gestalt complements the 12 Step model and how they can benefit their clients. Lectures, discussions, role plays, individual counseling and group experiential work will be utilized.

SS88 Practice of Rational Emotive Therapy (REBT) - 2092 
Instructor: Edward McDonnell

The purpose of this course is to discuss how Rational Emotive Therapy (REBT) offers useful perspectives and tools for helping alcoholics and substance abusers who are experiencing a crisis (e.g., relapse, divorce or outside pressure to terminate treatment). The session will explore the conceptual foundations of REBT, including the role of irrational beliefs and the concept of anger. In this course, participants will learn how to use the techniques of REBT effectively.

SS89 Children of Alcoholics: Issues & Strategies - 2095 
Instructor: Elizabeth D'Angelo, ENP 

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

Prevention and education programming, family therapy and individual counseling will each be examined. Program planning and the use of therapeutic techniques are integral parts of this course. Techniques are presented in a practical fashion with concrete tools to enhance their work with COAs.

SS90 Family and Addiction Treatment - 2096 
A Multi-Family Group Therapy Approach - 2095 
Instructor: Glenn A._travelled

Multi-family group therapy is a powerful treatment approach that can break through the wall of resistance and isolation that frequently surrounds families involved in addiction treatment. This course will address the needs of family members in such treatment programs.

SS91 Sober in Recovery: Building the Necessary - 2091 
Instructor: Colleen Sweeney

What we generally term resistance in early recovery largely describes an area of the alcoholic's thinking, feeling and acting. It is the way the addict makes sense of reality while in an active addiction. Now, in early and advanced recovery, sorting skills need to be (re)learned to perform the requirements of life. The course will focus on helping the recovering person's thinking is congruent with that of higher peers. These skills allow for the execution of basic human tasks, such as understanding and following directions, avoiding and coping with crises, and making and maintaining working relationships. The course will also show participants how to help their clients build the necessary internal resources during this time.

SS92 Dreams: The Royal Road to the Soul - 2092 
Instructor: Thomas E. Lagere

Every person dreams every night. But how can we remember our dreams? More importantly, what do they mean and how can we understand and then speed up the process of recovery? This course is geared to those interested in using dreams as a tool for personal growth. Participants will be given the basic tools to begin to make sense out of these "messages in a bottle" that we receive every night. No prior experience is necessary. This course is expected to be practiced, spiritually beneficial and fun.

SS93 Legal Aspects of Alcohol Counseling and Program Administration - 2097 
Instructor: William J. Kase

This experience and practical course is suitable for all counselors and program administrators from any prevention, referral, or employee assistance program. This course will include the legal and ethical issues underlying the development and delivery of alcohol and other drug programs. Participants will examine the legal rights of clients and the obligations of professionals.

SS94 Measuring Limited Resources to Prevent Problems Resulting from the Multiple Risks Faced by Youth - 2099 
Instructor: David Cole and Robert Rodgers

Schools and youth-serving organizations are being challenged to respond to a variety of health and social problems that confront young people today. The course will examine the challenges of being able to add effective mental health services without concurrent increases in budget. Alcohol, tobacco and other drug use problems, violence, unwanted pregnancies, STD's, HIV, violence in the schools, community-based programs and agencies that serve youth and young people. The focus of this course is to assist educators, counselors, clergy and other youth workers to better understand how to integrate the treatment of alcohol and other drug problems and the integration of the substance abuse treatment into the larger structure of the community.

SS95 Ethics for Chemical Dependency Counselors - 2095 
Instructor: David Cole and Robert Rodgers

This practical course will first present a brief overview of the development of ethical practices in chemical dependency counseling and the unique ethical dilemmas faced by chemical dependency counselors. The class will use active learning methods to explore such issues as: cultural differences related to treatment practice and policy considerations; practice settings; the choice of"relapse" versus "traditional" treatment; boundaries between staff, clients and administration; and others.

Teaching methods will include participant lecture, video, group discussion and role play.

Courses

SS98 Prevention through Community Empowerment: Behavior Change and Development Skills for Creation and Maintenance of Social Success - 2098 
Instructor: John K. Kriger

This course will provide information for the formation and advancement of community prevention programs. The Municipal Alliance, and other state and national models, will be examined to help understand current status and the basis for prevention efforts. Topics to be covered include: contemporary drug and alcohol use in society, the systemic impact of addiction, and risk and protection 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 expand their skills and abilities in intervention through community-based prevention programs.

SS99 Evaluation for Impact - 2097 
Instructor: David S. Anderson

Increasingly, alcohol and other drug prevention programs plan and evaluate their work to document their programs in achieving their objectives. An era of vastly diminishing resources, heightened accountability and a struggle to identify promising strategies, careful attention to the documentation of cost-effectiveness approaches is essential.

This course will guide participants through a process that clarifies desired program results, clarifies hypotheses and assumptions and prepares approaches for documenting program outcomes. Emphasis will be given to both process and a practical understanding of how, what and how well programs work (e.g., youth and ethnic minorities and certain populations with special needs, e.g., military and other high-risk minorities). The course also emphasizes ways in which knowledge of social environments in which drinking and intoxication take place can inform the design and implementation of prevention and treatment programs.

SS100 Introduction to Drugs Other Than Alcohol - 2090 
Instructor: John E. Davis

An introductory clinically oriented course for alcoholism counselors in the pharmacology of the drugs and the detoxification of drugs. Opioids and stimulants will be covered. This course will also serve to familiarize alcoholics and their families with the treatment of the drug-dependent patient. Issues of age, class and sociocultural factors in dependence will also be addressed. The course is designed to suggest counseling skills of the alcoholics clinic and to update counselors, social workers, nurses, EAP workers and program administrators who wish to expand their understanding of the drug-dependent patient.
CS101 Driving While Intoxicated and the Breakdowns

Instructor: Robert R. Wilk
This course will explore the statutes associated with driving while intoxicated under New Jersey's motor vehicle code. The course will introduce the concepts of operable impairment, impairment, the alcohol and or drug refuser, refusing the breath analyzer, the scientific basis for drug and alcohol issues. Students will be informed about the new Drug Recognition Program and the use of drug recognition experts in the prosecution of driving-while-intoxicated suspects will also be discussed. The course will end with a discussion on the consequences of impaired driving. For the伊大Koder Resource Center will be discussed and evaluated.

The teaching approach will be interactive, and class participation will be required. Participating student will be expected to and in two or more ways will be assisted, and participants will be given a hands-on demonstration of the breath analyzer. By the end of the course participants will understand the physiology of alcohol abuse and be able to put the per se level into context, and will reject the "two beer myth."}

CS102 Screening, Intake, Orientation and Assessment for Alcohol and Drug Abusing Patients

Instructor: Siskind McManus
This course will focus on assessment skills and their relationship to the core function areas of screening, intake, orientation and assessment. The material presented will focus on the process of the intake and initial assessment and evaluation of a client's strengths, weaknesses, problems and needs in order to develop an individualized treatment plan. It will provide participants with the information necessary for the CADC and drug and/or mental health certification exam.

CS103 The Intervention Process

Instructor: Yorina Nishio
The term "intervention" is an umbrella concept which includes the interventions and one-on-one intervention techniques which will be learned. Upon completion of this course, participants will practice and test their interventions and skills through simulated interventions throughout the course.

CS104 Crisis Intervention with Children, Adult

Instructor: Mota Saunui
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 engage with the world and seek to make a living at work. This experience provides these individuals with many tools that help them function effectively, but it can also cause them to be at risk during particular points in their schooling and their careers. Both environments challenge them to perform tasks for which they are evaluated, to stand authoritative and peers to deal with and frustrations. School and work settings also require these individuals to perform tasks in a more formal environment, to deal with issues of leadership, acceptance and rejection. Adjustment to transitions and other special stresses is also needed. This course will examine the dynamics in an alcoholic family environment that can account for the family members' responses to the above, their development on their school or work environment, and strategies for identification and intervention. It will also address assessment, referral, case management and treatment implications.

CS105 Designing Addictions in Treatment in the CADC Program and Managed Care, including Scoring, Billing and Evaluation in Practice

Instructor: Frederick Tyler
The course will focus on developing comprehensive treatment and treatment protocols, implementing policies that are readily ground in the scientific literature on assessment and treatment. The goal of the course is to provide a process for conducting initial and ongoing assessments, equipping the student to design and develop effective case management and treatment outcomes. Issues of client motivation and how to assess and increase this critical treatment variable will be central. Relating this knowledge to practice settings and to specific clients will also be a focus, with an emphasis on accountability and documentation of programs and outcomes.

CS106 Counseling the Chemically Dependent Client

Instructor: Glenn Orland
Adolescents and their families are often considered difficult to deal with in the alcohol and chemical dependency field. It is possible to talk about the challenges of working with difficult adolescents and their families and the problems and turn around clients or parents who are in the process of treatment. The course will explore strategies for identifying, assessing and treating chemical dependent adolescents and for counseling them and their families to enter treatment and avoid relapse. Topics will include: adolescent chemical dependency; the family and intergenerational transmission; unique needs of the adolescent in group; help for the helper; suicide; and relapse prevention. We will use lecture, role play, video discussion and small group work.

CS107 The Struggle of Recovery: Women’s Issues in Addiction, Relapse and Recovery

Instructor: Cletus A. Blackburn
Most services in the addiction field fail to use gender-specific treatment approaches. Although some services offer specific programs for specific cultural groups, few have been created that have adapted new research into their practices. Today many programs and counselors believe that continuing sex and gender treatment services in providing gender-sensitive treatment.

Initially, this course focuses on women's issues in general, including development, cultural expectations, relationship patterns, the changing role of women, etc. Through experiential exercises, small group discussions, and guided study, several scenarios are presented to explore the impact of gender upon addiction, relapse and co-dependency treatment. Treatment approaches for this population are also covered and will be followed by the focus areas of concentration. Current research is integrated within the course predispositions and experiential exercises.

CS108 Assessment, Referral and Treatment of Chemical Dependency

Instructor: Gerald D. Schausa
Accommodations on the placement of the population (currently estimated to consist of between 1 and 3.5 million alcoholics and substance abuse) presents unique needs in the areas of identification, intervention, assessment, diagnosis, treatment planning, and service delivery. They are significant service needs for everyone involved in the treatment process. Participants will learn about different subtypes of alcoholics, how to provide service-specific assessment, treatment and discharge planning. Appropriate identification instruments for substance abuse, and depressive disorders, social and personality problems, problems in using DSM-IV for diagnosis in this population, methods for interacting with and counseling adults and family members, and the unique treatment considerations for the chemical dependency client. All course participants will be provided free of charge with a yet-to-be-published TIP guide. Treatment improvement Protocol—Improvement and treatment manuals) on the topic of anorexia and substance abuse.

CS110 Domestic Violence and Addiction

Instructor: Robert McIntosh
This course will provide an overview of the specific and unified approach of chemical dependency services to domestic violence, including provisions of the Duty-To-Warn. Participants will gain a theoretical knowledge of domestic violence within the legal and social context of the problem. Research on the correlates between domestic violence and addiction will be summarized. The focus of the abuse, battered women's syndrome and secondary victimization will be illustrated. Discussion of the "Duty-To-Warn" issues of interaction and suggestions for breaking the cycle will be provided, as well as specific counseling interventions for use with these client groups. Techniques common in addiction work but contra-indicated in domestic violence work will be reviewed. Special populations affected by domestic violence will be discussed, including battered women, battered men, the elderly, and the homeless. The implementation of services in various contexts will be offered.

CS110 Group Therapy

Instructor: Don L. Meyer
This will be an interactive course. Participants will learn about and experience a variety of individual and group counseling methods, including multi-family group, solution narrative group and problem solving group. Students will consider the trade-offs and risks of a problem and solution focus, and the possibilities for a balanced focus. Treatment strategies will include: lecture, discussion, video, small group role play.

CS111 Accelerated Recovery Techniques

Instructor: Louis A. Tortorella
This course will demonstrate techniques that accelerate the rate and effectiveness of intervention and treatment outcomes. It will integrate various Neurolinguistic Programming (NLP) techniques with the 12 Steps of the Alcoholic's Anonymous Program. A focus will be given to the use of specific techniques to enable students to witness and experience the NLP techniques.

CS112 How to Use the Big Book (Alcoholics Anonymous) and the "Twelve and Twelve"

Instructor: Fred T. Riehl and Patricia A. Riehl
This course is designed for professionals who want to learn about the 12 Steps and their application in counseling. Students will have an extensive study of these books and will examine how they have integrated this material into their respective treatment programs.

CS113 Adult Identity Development: The Heart of Recovery

Instructor: Dr. P. Spinosa
Finding one's identity involves the complex and difficult task of determining who one is and what that means. People who are struggling with chemical dependence or major identity problems and substance abuse, such as alcoholism, are in a state of conflict and confusion. Recovery itself is a threat to people's identity as "social citizens." In a sense, they may find themselves facing a much more difficult challenge: to create order and require or recreate their identity, often with attendant shame and stigma. Such a process requires us to help them to reconnect with their own identity and personal meaning, to bridge the gap between the alcoholic/drug abuser and to racial, gender and sexual identity development. The course will also consider how we can help our clients to understand and accept their own identity and the struggles of the day. This process is a powerful and practical means by which clients can learn about their identity and use this knowledge and experience to guide clients on the difficult but rewarding path of adult identity development.

CS114 Making Sense of Our Emotions

Instructor: Jack M. Rothblit
Do you have a framework to systematically address client emotions in recovery? We need to know the functional purpose of each major emotion so that we can apply specific therapeutic interventions. Through an experiential class process we will explore a model that appears to address the specific emotions, their personal meaning and content, and events, and in our lives. We will explore: (1) basic emotions: anger, envy, jealousy, (2) existential emotions: anxiety, fear, guilt, shame, (3) emotions in unfavorable conditions: 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 our self, others, the world, our lives; and (4) how emotions and thoughts are intrinsically linked; (5) how this lineage helps us understand each emotion's purpose in culture and society. We will develop many techniques for helping clients identify and express their emotions.

CS115 Counseling the Professional Client

Instructor: William J. Kube
Addiction counselors face a myriad of clients, including executives, clergy, physicians, attorneys, pilots, social workers and nurses. These clients often come to these counselors with unique barriers for identification and intervention systems. The course is designed to explore the many assessment and intervention techniques to overcome such barriers. The course will include evaluation and treatment techniques to overcome such barriers. The course will include evaluation and treatment techniques to overcome such barriers. The course will focus on how to integrate the 12-step recovery groups, return to work strategies, contracts and aftercare issues will be examined. Ethical and professional obligations with professional licensing agencies will be explored.

The course is designed to assist all counselors and other clinical professionals who need to build and sustain skills needed to motivate and help troubled professionals.
SS116  Spirituality: The Golden Key to Recovery  C601  C606
Instructor: Thomas R. Legato

Unless 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 psychosocial aspects 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—a spiritual perspective can launch a person on the road to wholeness.

The objectives of this course are: (1) to give an overview of the spiritual journey; (2) to demonstrate how the person in recovery goes through this process; (3) to show how these insights can be used in a therapeutic setting.

SS117  What Are Professional Responsibilities and Ethics in a Treatment System That Changes Every Day? (Is This Treatment or Is This Wall Street?)  C501  C504
Instructor: Ann Crooling and James F. Raimer

Keeping your sanity and preserving your professional integrity is a constant challenge facing 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 theme that underlie our ethical standards is how we treat the human beings who come to us for help.

The course will cover four main areas:

1. The ethical issues relating to the treatment of addictive problems.
2. The ethical issues relating to the treatment of addictive problems in the workplace.
3. The ethical issues relating to the treatment of addictive problems in the community.
4. The ethical issues relating to the treatment of addictive problems in the family.

About the School

The 1998 New Jersey Summer School of Alcohol and Drug Studies will be the twenty-third annual session of the school. The school is located in Galt Glaesen Milltown, NJ. The school is part of the Education and Training Division of the Rutgers Center of Alcohol Studies.

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

Admission

The New Jersey Summer School of Alcohol and Drug Studies is open to anyone with a personal or professional interest in these areas.

Costs

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

- Tuition: $495.00
- Room and Board Plan: $300.00
- Total: $895.00

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 be made payable to Rutgers, The State University of NJ. MasterCard and Visa will be accepted on the day of registration for the balance of total costs. Any deposit payments that are not received by the deadline will be charged a non-refundable 10% fee.

Tuition includes all course fees, meals, and room and board. All fees are subject to change without notice.

Please note: Special arrangements can be made for students who wish to take only one or two courses. The cost for each course is $150, and the cost for one credit is $100. Please contact the office for more information.
New School Jersey

Courses

Students are expected to register for three courses. The courses should be in the student’s special areas of interest and qualification. Each course will meet formally for two hours per day for a total of ten hours, except Beyond Addiction: Counseling for Transformation (NJ119), The Development of Self (NJ118), and Identification and Treatment of Chemical Dependencies (NJ138), each of which meets for four hours per day for a total of twenty hours. Students accepted into any of these courses are required to come only for the 8:00 a.m. and 10:15 a.m. or 10:16 a.m. and 1:45 p.m. sessions. Class times are 8:00 a.m. to 10:15 a.m., 10:16 a.m. to 12:15 p.m. and 1:45 p.m. to 3:45 p.m.; the courses are grouped by time frame.

Monday-Friday
8:00 a.m. - 10:00 a.m. (NJ118 - NJ127)
10:15 - 12:15 p.m. (Class)
12:15 - 2:15 p.m. (Lunch)
2:30 - 4:30 p.m. (Class)
8:30 p.m. (Special Interest Seminars)
Facilities are available for group meet-

ings, 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 week; (2) the general plus special interest seminar schedule will be distributed during Sunday registration; (3) Friday classes are scheduled to conclude at 12:15 p.m.; certificates will be awarded immediately after classes.

Instructor: Albert Abraham

Beyond Addiction: Counseling for Transformation (NJ118)

Instructor: H. James Wassner

This course is designed to provide participants with an awareness of the peer leading peers concept and its impact on alcohol and drug abuse prevention and intervention. It will present a Peer Leadership Training model that includes effective interpersonal communication skills, including: attending, paraphrasing, adding direction/guiding, group facilitation strategies, conflict resolution and peer solving. This course will equip participants with the fundamental knowledge and skills needed to implement a Peer Leadership Training model.

Instructor: John Finck

This course will begin with a discussion of the sociological and environmental conditions of today and what we can do to change them. We will determine, in the first place, what conditions in our society are the most likely to produce success in our struggles for change.

Instructor: Carlton Erickson

This course will cover the latest research on addiction treatments — including work on the brain’s pleasure pathway; the treatment of alcohol abuse and chemical dependency; the latest therapies for drug dependency; research methodology; and the potential for even more exciting breakthroughs in understanding addictions in the future, and how to teach others about addiction science.

Instructor: John C. and Olive O'Connor

This course is intended for the professional with some knowledge of incorporating nicotine dependence treatment in the chemical dependency treatment for the person seeking clinical training in tobacco use disorder treatment. Implementing strategies based on the client’s degree of readiness, treatment planning and an overview of chemistry will be explored. Integration of a “family systems” perspective in the treatment of nicotine dependence will be discussed, including how to develop strategies that integrate the family into the treatment plan. Participants will also develop treatment strategies for smokers, including adolescents, drug- and alcohol-involved clients, pregnant women and MIA.

Instructor: Derald A. Shaw

This course will emphasize the role of reducing drinking and substance use on the public health and personal health as a focus for social policy. The course will include an overview of the concept of a managed care system, an examination of the major treatment alternatives, and the need for patient placement criteria in the public and pri-
vate civic sectors and the military. Included in class discussions will be case-length consumer programs with clinically driven (individualized treatment); the relationship between severity of illness and intensity of service; need for and development of systems; the systems for effective treatment between treatment settings; designing effective treatment interventions; and that the selected level of care is "just medically necessary"; the relationship of the criteria to "stages of change.

Using case studies and interactive exercises, participants will learn how to use the ASAM Patient Placement Criteria, Second Edition. This course will provide training in assessment of the patient's substance use, including the alcohol and drug history of the patient. It will also add the following knowledge to recovery: setting up treatment at a lower critical level of care in order to provide effective treatment in a timely manner of increasingly scarce resources. The course is appropriate for people who work in the public, private, public, and community sectors, including clinicians (anyone else who works in the clinical record), social workers, and case managers. This course will examine the current status and issues of addictions case management and review services (both providers and managed care providers) for the substance abuse and chemical dependency disorders. It will also cover markets for providing assessment, referral, and treatment to individuals with alcohol and drug disorders.

NJ130 Motivational Counseling and Addiction C201 Instruction: Donnie Weinstark

This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addiction treatment. The focus will be on how to diagnose and motivate chemical dependent clients who have experienced the functional distinction will be made between abuse and addiction. In addition, the nature of the intervention methods that 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, the techniques of working, and family interaction and appropriate treatment. The emphasis in this course will be on equipping skills in helping clients move from dependency to addiction treatment. This will be accomplished by means of lectures, applications to participants' work settings and case loads, and role plays.

NJ131 Gestalt as a Therapeutic Tool in the Treatment of Addiction and Co-Dependency C204 Instruction: Thomas C. Morgen

This course will explore the theory and techniques of Gestalt as used in individual counseling and the group process, and Gestalt's relationship to the treatment of addiction and co-dependency. Specific topics include: the process of change and how to create change, to be desired processes, and how to handle the process of change. Participants will understand how Gestalt complements the 12 Steps in recovery and "The Art of Living." This will be a primary focus. Lectures, discussion, role plays, and individual counseling will be used extensively in the Gestalt counseling will be utilized.

NJ132 Preventing Relapse by Using Coping — C202 Skills Training C203 Instruction: Thomas J. Morgen

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 thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) learning for emergencies with a partner; and (6) identifying and coping with seemingly irrelevant situations. Another focus will be to integrate the use of traditional, disease model treatment concepts/practices with modules, coping, and skills training. Participants will be given a comprehensive menu of addictions treatment that will be used in discussions. The course will use didactic presentation, group discussion and role-playing exercises.

NJ133 Healing the Wounded Child: ATOD — C405 Prevention with Children of Substance Abusers

Instructor: Jon Whitman

This course will explore strategies for identifying, assessing and working with young children of substance abuse. Topics will include: (1) healing games; (2) art and play therapy; (3) identifying and assessing children; (4) effects of addiction on a family; (5) effects of parental substance abuse. Learning methods will include group discussion, games, art/meditation, and visual arts discussion. Participants will also work in couples to develop and practice skills needed to help them heal children wounded by their parent's substance abuse, thus preventing intergenerational cycles of abuse.

NJ134 Addressing Family Issues in the Treatment of Alcohol and Drug Addiction C205

Instructor: Diane M. Elisheva

This course will focus on how the family dynamics of the addicted person can be addressed by the treatment. The role of the family will be examined, with specific techniques in the context of a group counseling situation will be presented. These techniques will: (1) identify family issues to be addressed; (2) facilitate self-understanding of the client; (3) elicit feelings about family issues; (4) develop effective communication; (5) build trust and communication; and (6) serve as therapeutic tools to resolve identified conflicts.

NJ135 The Psychology of Affect, Emotions and Feelings in Recovery C204

Instructors: Charles L. Whitlefield and Bertha Harris Whitlefield

Learning more about our inner life is important in the process of recovery, but sometimes doing so can seem as though we are trying to learn a foreign language. This is especially so in the areas of affect, emotions, and feelings. They are difficult to grasp and often harder to apply in our everyday life. This course will describe some of the psychodynamics of feelings from a cognitive and experiential perspective. As examples of painful feelings, we will focus on fear, shame, anger, guilt, anxiety, guilt, and even generalized variations of emotions, and how to use each of these in the recovery process. As examples of painful feelings, we will examine the roles of the psychology of psychology of success, joy, and serenity will be described.

Using didactic presentation, handout materials and experiential exercises, we will explore several aspects of the role of emotions and feelings, as well as state-of-the-art concepts and approaches to understanding them from a clinical perspective.

In this course, participants will gain new clinical skills to understand, and more easily and accurately recognize, feelings in oneself and others. Participants will also be able to help their clients to handle and use their feelings in their recovery and daily lives.

NJ136 Issues in Employee Assistance C206 Programming C208

Instructor: Robert Lyons

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 in terms of: (1) the essential elements of a modern EAP; (2) early recognition of alcohol, drug and behavioral problems through work-site intervention; (3) the future of counseling in industry, particularly as it relates to trends in the treatment of alcohol and drug abuse; (4) program efficacy and the variables that affect treatment outcomes; (5) survival skills for EAPs in the face of Managed Health Care and Health Care Reform; (6) research and evaluation issues, confidentiality, and legal issues.

NJ137 Legal Aspects of Counseling and Program C206 Administration C207

Instructor: William J. Knife

This experiential and practical course is available for all counselors, attorneys and others from any professional or governmental sector who may encounter contact and ethical issues. The course will explore a wide variety of issues, including: the law, ethical issues, confidentiality, and legal issues.

NJ138 The Diagnosis and Treatment of Chemical Dependency Disorders C209 (Both 11:15 and 4:30 sessions required)

Instruction: Mark C. Delov

This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an opportunity to acquire some basic knowledge of develop skills in the diagnosis, treatment and rehabilitation of patients with chemical dependency disorders. The first part of the course will focus on defining chemical dependence (including associated conditions), the causes and effects of chemical dependence, and the treatment components. Videotaped case histories will exemplify these issues. The last part of the course will focus on developing diagnostic and treatment decisions for patients in treatment.

NJ139 Practice of Public Policy P401 Instruction: Nancy L. Fiorentino

This course will provide skill in developing and implementing a plan to influence public policy. This public policy initiative will be designed to influence change at the federal, state and/or local level. Participants will be able to change local community leaders. This initiative may reflect the results of a needs assessment. Needs assessment provides sources of

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>B15</td>
<td>At 9:00 A.M.</td>
</tr>
<tr>
<td>B16</td>
<td>Please register for Beyond Addiction: Counseling for Transformation (NJ318), The Development of Self (RN121), or The Diagnosis and Treatment of Chemical Dependency Disorders (NJ138).</td>
</tr>
<tr>
<td>C201</td>
<td>Beyond Addiction: Counseling for Transformation (Both 8:00 and 10:15 sessions required.)</td>
</tr>
<tr>
<td>C202</td>
<td>Instructor: Bruce Carvalho</td>
</tr>
<tr>
<td>C204</td>
<td>Incompetence, denial, identity, potency, bodysidelessness and presence are all characteristics of a well-developed self. This course allows us to experience the constructs in ourselves and others, and will be primarily experiential learning methods and participation will be expected to participate in personal exploration and group process. The treatment of choice is self-esteem training (primarily in the psychodynamic treatment. Contributions of Gestalt Therapy (Dieting and Morvern Points), Transcendental Analysis (Bob and Mary Goulding), Psychodynamic Psychotherapy (Stephen Johnson) and Psychosomatic (Scott Peck and Jon Rinzler).</td>
</tr>
<tr>
<td>C205</td>
<td>The Diagnosis and Treatment of Chemical Dependency Disorders (Both 11:15 and 4:30 sessions required.)</td>
</tr>
<tr>
<td>C206</td>
<td>Instructor: Mark C. Delov</td>
</tr>
</tbody>
</table>
| C207 | This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an opportunity to acquire some basic knowledge of develop skills in the diagnosis, treatment and rehabilitation of patients with chemical dependency disorders. The first part of the course will focus on defining chemical dependence (including associated conditions), the causes and effects of chemical dependence, and the treatment components. Videotaped case histories will exemplify these issues. The last part of the course will focus on developing diagnostic and treatment decisions for patients in treatment.
| C208 | Practice of Public Policy (Both 8:00 and 10:15 sessions required.) |
| C209 | Instructor: Nancy L. Fiorentino |
| C210 | This course will provide skill in developing and implementing a plan to influence public policy. This public policy initiative will be designed to influence change at the federal, state and/or local level. Participants will be able to change local community leaders. This initiative may reflect the results of a needs assessment. Needs assessment provides sources of
NJ144 Dealing with Personal Fixations and Compulsions
Instructor: F. Leopold

Somewhere along the human journey extending from the heights of liberation to the valley of addiction, there are the way stations of the human heart. This course will address the origins of fixations and show how part of the human condition. Using the Enneagram of personality, participants will explore the various types of fixations that best fit the model. Study how they became compulsions. This course will show practitioners how to help their clients to maturity and development must be the focus on the journey from addiction to liberation. The course will also offer specific suggestions for dealing with different fixations and their environment.

NJ145 The Addictive Process
Instructor: Craig Nokken

This course will start from the basic premise that although all addictions are different they have one thing in common, that each one is the natural consequence of the addictive personality and the infrastructure that is created due to the intense craving. The course will often be shown between compulsions and addictions. Building on this foundation, we will look back at the major differences between the chemical addictions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.). The final part of the course will be discussion of the elements and principles that make up what we call recovery.

Topics to be discussed will include: primary versus secondary addictive processes, objective identification and discover how they are different, rituals of addiction, mutual vulnerability, limited control and limited dependence.

NJ146 The Cocaine/Alcoholism Connection
Instructor: Gerald D. Sheehan

Material will be presented about cocaine in all its forms including crack the history of its use, current incidence and the effects of the drug. We will also examine drug use and abuse in general and as related to the route of administration. Differences between cocaine and alcohol and alcohol and cocaine will be discussed, as well as the treatment implications that arise from these differences. Included will be differences related to speed of progression, denial and identification, issues of powerlessness, family dynamics, self-image, interactions with treatment staff, computational, use of other drugs, earlier appearing problems, AODA issues, drug hunger, "specialties," relapse, and utilization of treatment services.

Information will be provided about diagnosis, detoxification, determination of appropriate level of care, use of amino acids, methadone, treatment options, and patient education. Prevention strategies specific to cocaine addiction. Special attention will be given to those changes in treatment processes that cause difficulty during treatment and appropriate counselor responses, and concrete recommendations for treatment planning will be made.

NJ147 Screening, Intake, Orientation and Assessment of Alcohol- and Drug-Abusing Patients
Instructor: Paul McDowell

This course will concentrate on assessment skills and their relationship to the core function areas of screening, intake, orientation, assessment and treatment. The material presented will focus on the process that enables a caseworker to identify and evaluate a client's needs for treatment, problems and needs and develop a treatment plan. This course will provide participants with the knowledge and skills necessary to conduct the CAPC certification process and oral/written examination.

NJ148 Psychological Therapies: Finding the Right Therapy for the Recovering Client
Instructor: Boite Ann Weisstein

 Accordingly, the different psychological systems, Gestalt and psychodynamic therapies are just a few of the approaches used by mental health professionals. Using the case study method, the course will discuss each therapy model and then apply its principles to specific problems currently occurring in recovering alcoholics and addicts and co-dependent. In addition to fitting the symptomatology and problem area, therapeutic approaches should also fit the personality styles of both the patient and the therapist. For example, cognitive reforming is very effective with many depressed patients, but not all. Some patients, espe- cially those with a secondary addiction (e.g., food, gambling, etc.), tend to see attempts at reframing as minimizing or disin- creasing their problems. The course will study the ways in which therapy can be conducted equally effectively by very different therapeutic approaches, depending on the expertise and the personality style of the ther- apist. This course will present several therapeutic approaches and their applicability to various mental health problems commonly experienced in recovering clients.

NJ149 Individual Counseling Skills for Early Recovery
Instructor: Jack M. Shipkab

This survey course of current therapies will provide a brief but comprehensive overview of the state of the art interventions for the alcohol- and drug-dependent person. We will explore treatment techniques for all levels of the person: the behavioral, affective, cognitive, and spiritual. We will use initial debriefing of the situation. We will address (1) psychosocial stages of change (Prochaska and DiClemente's motivational model), (2) basic principles of psychosocial (e.g., DSM-IV, SASS, TADD, ASI, ASAM, BACID), (2) motivational/counseling centered interventions (MSM, Client-centered Approach: a guide to helping, refraining, standard defenses, early recovery obstacles; (3) reality therapy (Gottlieb and L. M. Rappaport); transpersonal and national (cue and trigger) therapy, and social learning therapy (interpersonal skills for early recovery). This material will be presented from the perspectives of psychology and practice of 10-step approaches and to cultural sensitivity.

NJ150 Group Therapy and Facilitating Skills
Instructor: Consie Greene

This course is intended to teach participants how to develop and implement effective group interventions in the limited time and resources available in schools and agencies. The course will enable those who are responsible for addressing the myriad of issues that individuals present.

We will explore the goals, essentials and format of the group primarily through the use of illustrative case studies and techniques of the facilitator. Our primary focus will be on groups for children of substance abusers and for children whose parents are divorced or have died.

Participants will enhance their knowledge of therapy as well as facilitation skills that “make or break” the effectiveness of the group.

NJ151 Getting Untaxed: Using Creative Group Techniques in (and out of) a Managed-Care Environment
Instructor: Barbara Lyn Eisenstadt

This interactive course will demonstrate a series of culturally sensitive therapeutic interventions and techniques that can be used in group activity comprised of a wide variety of creative group therapy modalities that can be utilized in and out of managed-care environments. Participants will learn to identify the numerous techniques that are highly effective in maximizing interactions with frontline health care providers in the face of managed-care cost-cutting measures. The course will also address how to initially ask and present for reimbursement, as well as individual and group techniques, which are highly effective in dealing with front-line difficulties in a supportive and non-threatening manner.

At the conclusion of the course, participants will have an understanding and appreciation of many creative expression group therapy techniques that can improve clients and activities from art therapy, cognitive therapy, Gestalt therapy, brief therapy, family therapy, guided imagery, psychodrama, sociodrama, social group therapy, etc. Participants will be able to identify the various renewed sense of spontaneity, spirituality and energy to share with clients.

NJ152 Introduction to Psychodrama and Its Application to the Treatment of Alcoholism and Drug Addiction
Instructor: Diane M. Robbans

The objective of this course is to provide an orientation to the theory and practice of psychodrama. This action-oriented approach to psychotherapy will be taught experientially and through the utilization of the fundamental psychodramatic techniques. The course will be important to any social worker practicing in the field of alcoholism and drug addiction who wishes to enhance his or her counseling skills. The course will focus on the process of psychodrama that can provide a powerful tool for the intervention of the individual and the group in the treatment of drug and alcohol addiction.

NJ153 Stress and Addiction: A Lateral Partnership
Instructor: Robert L. Rybans

This course will examine the major issues that are associated with stress and burnout in the addictions field. Burnout can occur in many occupations; however, substance abuse profession- als are particularly vulnerable to it. The term “burnout” often share a similar underlying pathology and in combination may be described as “burnout and substance abuse.” For this course, stress and addiction will be explored in relation to counseling theory, treatment design, program management, and evaluation. An understanding of the complex issues that influence the two will be discussed. The course will focus on both the individual and organizational level. Participants will be taught to identify the signs of burnout. Because of the nature of the course participants will learn to develop an awareness of their own feelings of burnout. The course will also teach the identification of the client and the organization of burnout in order to address systemic factors that contribute to the client's and the organization's burnout.

NJ154 Getting Untaxed: Using Creative Group Techniques in (and out of) a Managed-Care Environment
Instructor: Barbara Lyn Eisenstadt

This interactive course will demonstrate a series of culturally sensitive therapeutic interventions and techniques that can be used in group activity comprised of a wide variety of creative group therapy modalities that can be utilized in and out of managed-care environments. Participants will learn to identify the numerous techniques that are highly effective in maximizing interactions with frontline health care providers in the face of managed-care cost-cutting measures. The course will also address how to initially ask and present for reimbursement, as well as individual and group techniques, which are highly effective in dealing with front-line difficulties in a supportive and non-threatening manner.

At the conclusion of the course, participants will have an understanding and appreciation of many creative expression group therapy techniques that can improve clients and activities from art therapy, cognitive therapy, Gestalt therapy, brief therapy, family therapy, guided imagery, psychodrama, sociodrama, social group therapy, etc. Participants will be able to identify the various renewed sense of spontaneity, spirituality and energy to share with clients.

This course will present several therapeutic approaches and their applicability to various mental health problems commonly experienced in recovering clients.

The objective of this course is to provide an orientation to the theory and practice of psychodrama. This action-oriented approach to psychotherapy will be taught experientially and through the utilization of the fundamental psychodramatic techniques. The course will be important to any social worker practicing in the field of alcoholism and drug addiction who wishes to enhance his or her counseling skills. The course will focus on the process of psychodrama that can provide a powerful tool for the intervention of the individual and the group in the treatment of drug and alcohol addiction.

The objective of this course is to provide an orientation to the theory and practice of psychodrama. This action-oriented approach to psychotherapy will be taught experientially and through the utilization of the fundamental psychodramatic techniques. The course will be important to any social worker practicing in the field of alcoholism and drug addiction who wishes to enhance his or her counseling skills. The course will focus on the process of psychodrama that can provide a powerful tool for the intervention of the individual and the group in the treatment of drug and alcohol addiction.

The objective of this course is to provide an orientation to the theory and practice of psychodrama. This action-oriented approach to psychotherapy will be taught experientially and through the utilization of the fundamental psychodramatic techniques. The course will be important to any social worker practicing in the field of alcoholism and drug addiction who wishes to enhance his or her counseling skills. The course will focus on the process of psychodrama that can provide a powerful tool for the intervention of the individual and the group in the treatment of drug and alcohol addiction.

The objective of this course is to provide an orientation to the theory and practice of psychodrama. This action-oriented approach to psychotherapy will be taught experientially and through the utilization of the fundamental psychodramatic techniques. The course will be important to any social worker practicing in the field of alcoholism and drug addiction who wishes to enhance his or her counseling skills. The course will focus on the process of psychodrama that can provide a powerful tool for the intervention of the individual and the group in the treatment of drug and alcohol addiction.
NJ154 Counseling the Professional Client  C404  C402
Instructor: William J. Kane
Addiction and related problems affect all members of society, including counselors, therapists, attorneys, pilots, social workers and nurses. These chemically dependent professionals are often more damaged by their disease than unique barriers to the help receiving. Perceived difficulties of integrated into the treatment groups, return to work strategies, contracts and aftercare issues will be examined. Ethical and professional obligations with professional licensing agencies will be explored.

The course is designed to assist all counselors and other ethi-

NJ155 Understanding the Dynamics and Content of Intimate Relationships  C304
Instructor: David G. Hull
Intimacy in a relationship is certainly more than sexual involvement. It is also about direct sharing of information and almost complete self-disclosure. True intimacy requires authentic ego strength. In this course participants will explore and discuss how addiction interferes with intimacy and how this damage can be repaired during the recovery process.

NJ156 Dreams: The Royal Road to the Soul  C302
Instructor: Thomas E. Legore
Every person dreams every night. But how can we understand our dreams? More importantly, what do they mean and how can we understand them speed up the process of recovery? This course is aimed at those interested in using dreamwork in recovery. Participants will be given the basic tools to begin working with dreams and messages in a "bottle" that we receive every night of our lives. No prior knowledge of dream interpretation is expected. This course is designed to be prac-

NJ157 Spirituality and Transpersonal Psychology  C304
Instructor: Raymond F. Dietenle
Among both lay persons and professionals in the recovery field, a specific spirituality and religious factors are under-

NJ158 The Spiritual Psychology of A Course in Miracles  C305
Instructor: Charles L. Whitfield and Stuart M. Wise
Since an increasing number of people in recovery are exploring and using the spiritual psychology of A Course in Miracles, it is important for therapists to understand specifically what it is about and how it can be helpful. The Course discusses sev-

NJ160 Preventing Alcohol and Other Drug Use  P206
Instructor: Dennis M. Gormann
This course examines developments in the field of alcohol and other drug use prevention over the past twenty to thirty years. The theories and basic research upon which prevention pro-

NJ161 Impact of Alcohol and Drug Abuse  P205
Instructor: Frank McEly
This course is intended to provide indepth information on the impact of alcohol and drug abuse on families, schools, com-

NJ165 A Look at the Change Process in the Treatment of Addicts  C401
Instructor: R. R. Madden

July 12 – July 17, 1998
New Jersey School

COURSES

1-5 PM: 8-9:30 PM (NJ135, NJ136, NJ177)

NJ138 The Diagnosis and Treatment of Chemical Dependency Disorders  C403
(Doth 10.15 and 14 seminars required)
Instructor: Mark C. Wollen
This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an opportunity to acquire some basic knowledge of and develop skills in the diagnosis, treat-

NJ162 Needs Assessment and Evaluation in Preventive Education  P202
Instructor: Ross W. Haggard
Success of prevention education programs depends on the re-

NJ163 Understanding HIV and AIDS  C304  C308
Instructor: Paul Tynan
AIDS has been one of the leading causes of death for individ-

NJ164 Food Addiction: Crisis in our Culture. Recent Implications for the Alcohol and Drug Abuse  C202  C215
Instructor: Nancy L. Fennitt
Participants will receive a thorough overview of the emerging activities and issues related to food addiction. Eribepan will be given a framework for identifying and addressing the psychological, social, and medical implications for individuals working or training in the alcoholism and drug abuse field.

NJ165 A Look at the Change Process in the Treatment of Addicts  C401
Instructor: R. R. Madden

This course begins with the question: How do people change? It will explore the core personal, family, and cultural factors that vary individually and across cultures, which can be critical to individual and social change. The course will provide participants with the knowledge and skills necessary to address and facilitate change in individuals and families. The course will also provide participants with the tools and resources to apply their own understandings of change, based on their own experiences and the perspectives of the various models that work for them.
NJ416 Cultural Competency and Addiction C503

Instructor: Kenneth L. Kirkland and Victor M. Rivera

In the United States by the year 2000 an estimated 30% or more of the population will be of non-European descent. Addiction, recovery, and treatment professionals are being challenged to provide treatment while being confronted by social changes that impact and complicate the treatment/recovery process. In this course students will learn to recognize the importance of individual differences by gaining knowledge about personality, culture, lifestyle, and stress factors influencing client behavior. In order to provide services that are sensitive to the uniqueness of the individual.

NJ417 The Addictive Process and the Family C405

Instructor: Cornelia Nastasi

This course will start by exploring the elements and principles that make up a healthy functioning family. Then the courses will lay out what the addictive process is and explore how the family system affects the individual. Special attention will be given to (1) how primary partnership is affected by the addictive process, (2) how secondary patterns of family issues are affected by the addictive process, and (3) how the family process affects recovery from addiction and, differently according to their developmental stages. To really help the addictive family, both the developmental processes of family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened to the primary family. Please note the course will be 25% experiential in nature.

NJ418 Addiction Recovery and Psychological C401

Family Education

Instructor: Michael Chemsby

Participants in this course will acquire knowledge regarding several abstinence-based models of recovery, including 12-step, Women for Sobriety, Supportive Organization for Sobriety, SMART (Self Management Addiction Recovery Training), and Kaia 10-step model. Particular attention will be made to the underlying beliefs and philosophy of each of these recovery models. A comparison will be made between Alcoholics Anonymous as outlined in the book Alcoholics Anonymous and the treatment community's interpretation and modification of this model. Information gained from this course will enable participants to facilitate, family members and significant others on how to help support the recovery process of an affected individual.

NJ419 Sociocultural Paradigm Shift C401

The Recovery Process

Instructor: Connie Greens

This course will provide participants with the skills and information they require to move their clients through a process that enables recovery to be integrated into a foundation of life skills. Participants will learn about the work of Daniel Goleman's Emotional Intelligence and Stephen Covey's Seven Habits of Highly Effective People to be used to explore alternative recovery skills.

Participants will take part in small group activities, group discussion, lecture and case presentations.

NJ419 Alcohol Counseling with Adult C202

Children of Alcoholics

Instructor: Melody Smalley

Having grown up in a chemically dependent family can have a major impact on various aspects of an adult’s life. This course will explore these effects and their clinical implications. It will consider the impact on every facet of life such as relationships and intimacy, and on the person’s effectiveness at work and career. Response to life events and crises will also be considered. Adult children who are themselves recovering from addiction have an added challenge which will also be explored. Appropriate coping strategies and techniques will be discussed, as will utilization of self-help.

NJ417 Modeling Recovery and Behavior: C304

The Professional and Identification of C305

Instructor: Kevin J. O’Neill

This course will explore the appropriate ways for professionals to model recovery and educate clients on the risks of developing "process addictions." These addictions, which do not overtly appear to have a physiological connection associated with them (i.e., compulsive gambling, food, and sex), have devastating effects on clients, families and prevention and treatment professionals. The models terming, computing, addiction behaving and addiction family models will have numerous opportunities to identify their own professional behaviors, (2) how the models can be used to facilitate research findings in the addiction, neurochemical and mental health fields. Prevention, assessment, treatment and referral issues will be stressed.

NJ417 The Art and Psychology of C505

Instructor: Beyazda B. Driscoll

Hurt has been used as an effective tool by experienced addicts therapists and is an recovery from alcoholism and drug dependency. In fact, many use the development of a hurt as a counseling tool that can enhance or expand the recovery process. A working definition of hurt will be presented, along with a view of the oath, types and categories of hurt development. "Techniques" and strategies for implementing hurt will be covered. Such emphasis on the Jellinek chart of recovery, will be offered. Self- assessment of one's own use of hurt in the counselor's life will also be explored. Written work will be required of all participants. The course will be part of the course process, and resources to implement hurt as a part of the recovery program will be offered. An attitude of JVM is necessary to complete this course.

NJ417 Being Sense of Our Emotions C202

Instructor: Jack M. Sobel

Do you have a framework to systematically address client emotions in recovery? We need to know the functional purpose of each major emotion so that we can effectively use them. Through an experiential class process, we will explore a model that relates 15 emotions to the personal rewarding we give to events and situations. Relating the components of Daniel Goleman's Emotional Intelligence and Stephen Covey's Seven Habits of Highly Effective People will be used to explore alternative recovery skills.

Participants will take part in small group activities, group discussion, lecture and case presentations.

NJ418 Beyond Sex and into Intimacy C405

Instructor: David G. Holle

This course focuses on the dynamics and content of committed relationships. Those who are raised in a household with addiction and are themselves recovering from addictions have an added challenge which will also be explored. Appropriate coping strategies and techniques will be discussed, as will utilization of self-help.

NJ418 Spiritualities: The Golden Key to Recovery C401

Instructor: Thomas E. Legere

Unless a person has truly connected with the Higher Power, all changes in his/her life will be 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 theings of Jung, Bowlby, and Campbell, and dealing with a holistic spiritual psychology today, we will trace out — in a clear, simple and workable fashion — the necessary steps that will enable you to explore the recovery process. We will explore the tools that have been created to help you get there.

NJ418 Ethics and Professional C306

Instructor: Ann Craven

This course is for prevention practitioners who are preparing for certification or recertification. It will provide prevention specialists with the theories needed to identify the boundaries and professional responsibilities for prevention practitioners. It will identify, through case study presentations, practical and ethical situations and provide the students with a process for reaching an ethical decision.

Students will learn the typical boundary issues experienced by practitioners and will be able to identify and evaluate situations before they become an ethical violation.

NJ417 How to Prepare a Written C303

Presentation

Instructor: Ronald Meldrum

The purpose of this course is to present an overview of the record-keeping procedures for the methods development of a written case presentation. The course will highlight the methods of documenting the standard of care for record keeping and recognize and understand the documentation of realistic goal setting, criteria, psychological functioning, treatment planning and continuum of treatment; understand that the role of the client in record keeping includes the confidentiality of records.
European School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The biennial European School of Alcohol and Drug Studies will be conducted in Denmark in August 1998. The one-week school, directed by Gud Gissum and Migmun, EDZ, will offer specialized courses, general lectures, and a wide range of special interest seminars; the school will be conducted in English.

The student body is expected to be characterized by a broad geographic distribution (e.g., students from Europe and the U.S.A.) and to represent a range of backgrounds and experience.

The European School will take place in LO-Stolten, Helsingør, Denmark. LO-Stolten is a modern conference and training center which is located approximately 45 minutes from Copenhagen Airport and 30 minutes from Copenhagen city center.

Admission

The European Summer School of Alcohol and Drug Studies is open to anyone with a personal or professional interest in these areas.

Costs

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

Tuition: $485.00 (U.S.)
Room and Meal Plan: 575.00
All rooms are singles with private bath facilities.
Meals are served from Sunday dinner through Friday lunch.

Total: $1,070.00 (U.S.)

A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance in the school. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, MasterCard and Visa will be accepted as of the day of registration for the balance of total costs. Any deposit payments that use wire transfer will be charged an additional $51.00 fee.

Treatment facilities/government agencies that require individuals or more individuals for the European School will receive a 10% discount on the combined tuition total. Applications must be received at the same time for the 10% discount to apply. Please note: the discount does not apply to the fee for the room and meals.

It is essential that room reservations be made prior to July 1, 1998; this can be done by sending a check in the full amount of $270.00 (U.S.) with the application or by charging the amount to MasterCard or Visa. After July 1, 1998, only reserved rooms will be held by the European School.

Application/Deposit

The application deadline is July 1, 1998; however, the school’s enrollment may close earlier if maximum enrollment is reached. Early application is advised to ensure acceptance and course selection.

A non-refundable deposit of $100, drawn on a U.S. bank and made payable to Rutgers, The State University of NJ, must accompany the application form. Deposit payments that use wire transfer will be charged an additional $51.00 fee. The official application form found at the back of this brochure on page 51 must be completed and sent to:

Kristen Dreujacic, Program Assistant, EREDS
Center of Alcohol Studies
Rutgers, The State University of New Jersey
607 Allerton Road
Piscataway, NJ 08854-0801
Telephone: (732) 445-8917
FAX: (732) 445-3900

Certificates

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers has granted 4.0 Continuing Education Units (CEUs) for this program. The 4.0 CEUs (equivalent to 40 hours) can be applied toward alcoholism and substance abuse counselor certifications/recertification.

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

Daily Time Schedule

Monday-Friday

8:00 - 10:00 a.m. Class
10:15 - 12:15 p.m. Class
12:30 - 1:30 p.m. Lunch
2:00 - 3:00 p.m. General Lecture
3:30 - 5:30 p.m. Special Interest Seminars
7:00 - 8:00 p.m. Special Interest Seminars
8:30 p.m. Banquet

"The education opportunity is top notch. Lecturers are highly skilled, and the diversity and intensity of the students tends to fascinating dialogue and a wealth of information."

COURSES

Students register for two courses. The courses should be in the student’s special areas of interest and qualification.

Each course will meet formally for ten hours and a minimum of two hours per course is also required for class projects, group work, etc. Class times are 8:00 a.m. to 10:00 a.m. and 10:15 a.m. to 12:15 p.m.; the course descriptions are grouped by time frame.

E178 Multiple Drug Usage: Problems and Perspectives

Instructor: Robert Pasinio

Providing an overview of current knowledge and data concerning multiple drug usage, topics will include a survey of past and present use patterns and intervention strategies, epidemiology of multiple drug usage, psychological and psychopathological aspects of drug use, drug use in families, substance use among college students, characteristics of users, outcomes of drug use, the role of personal and environmental factors, the impact of drug use on academic performance, approaches to intervention, and the treatment of drug use.

E179 The Addictive Process

Instructor: Craig Jodkins

This course will cover the basic premise that although all addictions are different they have one thing in common, that is, the addictive process. It will explore the development of the addictive personality and the infrastructure that is created due to the addictive process, and will explore the differences between compulsions and addictions. Building on this foundation, we will next look at the major differences between the chemical addictions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.). The final part of the course will be discussion of the elements and principles that make up what we call recovery.

Topics to be discussed will include: primary versus secondary addictions, objectification process, negative conversion experience, rationalization of addiction, mutual vulnerability, limited control, and limited dependence.

E180 Gender Differences in Substance Abuse Patients

Instructor: Patrice Muchowski

Substance abuse treatment programs were primarily developed to serve a male population. Over the years, increased numbers of females have begun to access substance abuse treatment services. However, little changes have occurred within treatment programs to accommodate the needs of women. This course will examine gender differences in etiology, course, consequences and treatment outcomes. Information on the psychology of women will be utilized to explain some of the differences. Various treatment techniques and approaches will be presented as having particular relevance to gender issues. Specific concerns and treatment issues of the female population will be examined.
E185 Stress and Addiction: A Rational Partnership
Instructor: Robert David
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in a variety of settings, including treatment, research, and substance abuse professions are a highly susceptible group. Stress and addiction often share a similar etiologic pathway and in combination can lead to physical, emotional, and cognitive impairment. The goals of this course are to identify strategies to reduce stress and addiction in the workplace and to develop coping mechanisms for individuals who are at risk for stress-related conditions. Attendees will be provided with tools to manage stress and burnout in their professional and personal lives.

C205 Group Counseling Skills
Instructor: Albert McMann
This course will provide an overview of the major theories and techniques of group counseling, with a focus on the application of these principles to the counseling of individuals with addiction. The course will cover the process of group counseling, including the selection of group members, the development of group goals, and the facilitation of group discussions. The course will also cover the ethical and legal issues that are relevant to the practice of group counseling.

C206 Safer in Recovery: Building the Necessary Resources
Instructor: Cheryl Sternman
This course will focus on the development of resources for individuals in recovery, including the creation of support groups, the establishment of treatment centers, and the development of educational programs. The course will cover the legal and ethical issues that are relevant to the development of these resources, as well as the best practices for the delivery of these services.

E191 The Spirituality of Addiction
Instructor: Dennis Malbrough
This course will focus on the role of spirituality in the treatment of addiction. It will explore the ways in which spirituality can be used to support recovery and to improve treatment outcomes. The course will also cover the ethical and legal issues that are relevant to the integration of spirituality into addiction treatment.

E186 Models of Addiction
Instructor: Richard L. Miller
This course will provide an overview of the major theories of addiction, including the cognitive, behavioral, and psychosocial models. The course will cover the epidemiology of addiction, the role of genetics in addiction, and the neurobiological basis of addiction.

E185 Stress and Addiction: A Rational Partnership
Instructor: Robert David
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in a variety of settings, including treatment, research, and substance abuse professions are a highly susceptible group. Stress and addiction often share a similar etiologic pathway and in combination can lead to physical, emotional, and cognitive impairment. The goals of this course are to identify strategies to reduce stress and addiction in the workplace and to develop coping mechanisms for individuals who are at risk for stress-related conditions. Attendees will be provided with tools to manage stress and burnout in their professional and personal lives.

C205 Group Counseling Skills
Instructor: Albert McMann
This course will provide an overview of the major theories and techniques of group counseling, with a focus on the application of these principles to the counseling of individuals with addiction. The course will cover the process of group counseling, including the selection of group members, the development of group goals, and the facilitation of group discussions. The course will also cover the ethical and legal issues that are relevant to the practice of group counseling.

C206 Safer in Recovery: Building the Necessary Resources
Instructor: Cheryl Sternman
This course will focus on the development of resources for individuals in recovery, including the creation of support groups, the establishment of treatment centers, and the development of educational programs. The course will cover the legal and ethical issues that are relevant to the development of these resources, as well as the best practices for the delivery of these services.

E191 The Spirituality of Addiction
Instructor: Dennis Malbrough
This course will focus on the role of spirituality in the treatment of addiction. It will explore the ways in which spirituality can be used to support recovery and to improve treatment outcomes. The course will also cover the ethical and legal issues that are relevant to the integration of spirituality into addiction treatment.

E186 Models of Addiction
Instructor: Richard L. Miller
This course will provide an overview of the major theories of addiction, including the cognitive, behavioral, and psychosocial models. The course will cover the epidemiology of addiction, the role of genetics in addiction, and the neurobiological basis of addiction.

E185 Stress and Addiction: A Rational Partnership
Instructor: Robert David
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in a variety of settings, including treatment, research, and substance abuse professions are a highly susceptible group. Stress and addiction often share a similar etiologic pathway and in combination can lead to physical, emotional, and cognitive impairment. The goals of this course are to identify strategies to reduce stress and addiction in the workplace and to develop coping mechanisms for individuals who are at risk for stress-related conditions. Attendees will be provided with tools to manage stress and burnout in their professional and personal lives.

C205 Group Counseling Skills
Instructor: Albert McMann
This course will provide an overview of the major theories and techniques of group counseling, with a focus on the application of these principles to the counseling of individuals with addiction. The course will cover the process of group counseling, including the selection of group members, the development of group goals, and the facilitation of group discussions. The course will also cover the ethical and legal issues that are relevant to the practice of group counseling.

C206 Safer in Recovery: Building the Necessary Resources
Instructor: Cheryl Sternman
This course will focus on the development of resources for individuals in recovery, including the creation of support groups, the establishment of treatment centers, and the development of educational programs. The course will cover the legal and ethical issues that are relevant to the development of these resources, as well as the best practices for the delivery of these services.

E191 The Spirituality of Addiction
Instructor: Dennis Malbrough
This course will focus on the role of spirituality in the treatment of addiction. It will explore the ways in which spirituality can be used to support recovery and to improve treatment outcomes. The course will also cover the ethical and legal issues that are relevant to the integration of spirituality into addiction treatment.

E186 Models of Addiction
Instructor: Richard L. Miller
This course will provide an overview of the major theories of addiction, including the cognitive, behavioral, and psychosocial models. The course will cover the epidemiology of addiction, the role of genetics in addiction, and the neurobiological basis of addiction.

E185 Stress and Addiction: A Rational Partnership
Instructor: Robert David
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in a variety of settings, including treatment, research, and substance abuse professions are a highly susceptible group. Stress and addiction often share a similar etiologic pathway and in combination can lead to physical, emotional, and cognitive impairment. The goals of this course are to identify strategies to reduce stress and addiction in the workplace and to develop coping mechanisms for individuals who are at risk for stress-related conditions. Attendees will be provided with tools to manage stress and burnout in their professional and personal lives.

C205 Group Counseling Skills
Instructor: Albert McMann
This course will provide an overview of the major theories and techniques of group counseling, with a focus on the application of these principles to the counseling of individuals with addiction. The course will cover the process of group counseling, including the selection of group members, the development of group goals, and the facilitation of group discussions. The course will also cover the ethical and legal issues that are relevant to the practice of group counseling.

C206 Safer in Recovery: Building the Necessary Resources
Instructor: Cheryl Sternman
This course will focus on the development of resources for individuals in recovery, including the creation of support groups, the establishment of treatment centers, and the development of educational programs. The course will cover the legal and ethical issues that are relevant to the development of these resources, as well as the best practices for the delivery of these services.

E191 The Spirituality of Addiction
Instructor: Dennis Malbrough
This course will focus on the role of spirituality in the treatment of addiction. It will explore the ways in which spirituality can be used to support recovery and to improve treatment outcomes. The course will also cover the ethical and legal issues that are relevant to the integration of spirituality into addiction treatment.

E186 Models of Addiction
Instructor: Richard L. Miller
This course will provide an overview of the major theories of addiction, including the cognitive, behavioral, and psychosocial models. The course will cover the epidemiology of addiction, the role of genetics in addiction, and the neurobiological basis of addiction.

E185 Stress and Addiction: A Rational Partnership
Instructor: Robert David
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in a variety of settings, including treatment, research, and substance abuse professions are a highly susceptible group. Stress and addiction often share a similar etiologic pathway and in combination can lead to physical, emotional, and cognitive impairment. The goals of this course are to identify strategies to reduce stress and addiction in the workplace and to develop coping mechanisms for individuals who are at risk for stress-related conditions. Attendees will be provided with tools to manage stress and burnout in their professional and personal lives.

C205 Group Counseling Skills
Instructor: Albert McMann
This course will provide an overview of the major theories and techniques of group counseling, with a focus on the application of these principles to the counseling of individuals with addiction. The course will cover the process of group counseling, including the selection of group members, the development of group goals, and the facilitation of group discussions. The course will also cover the ethical and legal issues that are relevant to the practice of group counseling.

C206 Safer in Recovery: Building the Necessary Resources
Instructor: Cheryl Sternman
This course will focus on the development of resources for individuals in recovery, including the creation of support groups, the establishment of treatment centers, and the development of educational programs. The course will cover the legal and ethical issues that are relevant to the development of these resources, as well as the best practices for the delivery of these services.

E191 The Spirituality of Addiction
Instructor: Dennis Malbrough
This course will focus on the role of spirituality in the treatment of addiction. It will explore the ways in which spirituality can be used to support recovery and to improve treatment outcomes. The course will also cover the ethical and legal issues that are relevant to the integration of spirituality into addiction treatment.
Michael J. Taieff, Ph.D., C.A.C., Assistant Professor, Pennsylvania State University, University Park, Pennsylvania (RAD14)

Louis A. Tartaglia, M.D., Director, The Tartaglia Mind Technologies Institute, Sylvania, Ohio (66560, 66511)

Paula Tyron, M.D., Director of Education and Volunteer Resources, HIV/AIDS Foundation, New Brunswick, New Jersey (66510)

Mark C. Wallen, M.D., Assistant Professor, Department of Psychiatry, Director, Addiction Treatment Services, UCC/University of Cincinnati School of Medicine, Alachua University, Philadelphia, Pennsylvania (66501, 66505, 66500, NJ115, NJ118)

H. James Wasser, M.A., Assistant Superintendent/Personnel, Freehold Regional High School District, Englishtown, New Jersey (66511, NJ10)

Bette Ann Weinstein, Ph.D., L.C.S.W.-C., Clinical Social Worker, Private Practice, Adjunct Professor, Catholic University of America, Debembe, Washington, D.C. (66506, 66509, 66500, NJ119, NJ149)

Arnie Wexler, C.C.G.C., Consultant, Arnie and Sheila Wexler Associates, Bradley Beach, New Jersey (66500)

Sheila Wexler, C.A.C.C., C.C.G.C., Consultant, Arnie and Sheila Wexler Associates, Bradley Beach, New Jersey (66500)

Jessi Wexler, C.S.W., C.A.C., C.P.S., Clinical Director, SODAT of New Jersey, Woodbury, New Jersey (66513)

Barbara Harris Whitfield, R.T., C.M.T., Private Practice, Researcher/Author, Atlanta, Georgia (66500, 66508, NJ128, NJ138)

Charles I. Whitfield, M.D., Private Practice, Group and Individual Psychotherapy and Addiction Medicine, Atlanta, Georgia (66500, 66508, NJ128, NJ138)

Robert E. Will, J.D., D.R.E., Professor of Law, Widener University School of Law, Wilmington, Delaware (66500)

Photography by Cass Glenn Mulgrom assisted by Kevin Flynn

Brochure layout by Linda J. Allen

The instructors were very knowledgeable in their fields, and taught their courses with enthusiasm.

"A most impressive experience! The environment and setting were comfortable as well as educationally stimulating. I found all of the instructors very easy to approach, and personable as well as insightful.

"This is one of the only schools where you are face to face with the leading authorities in the field who have contributed significantly in this discipline."

NAME OF EMPLOYER (Note: This address will be listed on roster)

Your Position

Beginning Date

Business Address

Street

City

State

Zip

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

Previous Employment:

From:

To:

Previous attendance at a School, Institute or Conference 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.

(ADV01, ADV02)

1. # Title

2. # Title

3. # Title

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

(ADV03, ADV04, ADV05, ADV06, ADV07)

1. # Title

2. # Title

3. # Title

Please enclose your non-refundable deposit (drawn on a U.S. bank) in the amount of $200 payable to: Rutgers, The State University of New Jersey.

Signature

Date

For Office Use Only

Instructor

Course Number

Grade

Grade

Rutgers University requires this information to fulfill reporting requirements for Lifeline Learning credit established by the IRS per the Taxpayer Relief Act of 1997.
**GENERAL APPLICATION FOR SUMMER SCHOOL OF ALCOHOL AND DRUG STUDIES**

**June 21-30, 1998**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>Male</td>
<td>Home Phone</td>
<td>Business Phone</td>
</tr>
<tr>
<td>Female</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Social Security No.:</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Certification (Alcohol/Substance Abuse Counselor): Yes ☐ No ☐ If yes, which state: Work Hours:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of College</td>
<td>Highest Degree Awarded</td>
<td>College Attended</td>
</tr>
<tr>
<td>Name of Employer (Note: This address will be listed on records)</td>
<td>Your Position</td>
<td>Beginning Date</td>
</tr>
<tr>
<td>Business Address</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>Describe Your Present Duties (continue on other side if needed):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Previous Employment:**

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

| 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., 3 choices for 10:15 A.M., and 3 choices for 1:45 P.M., in order of preference):**

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M. - 10:00 A.M. (S566-SS75)</td>
<td>10:15 A.M. - 12:15 P.M. (S566, S577, S588, S578-S575)</td>
<td>1:45 P.M. - 3:45 P.M. (S576, S596-S517)</td>
</tr>
<tr>
<td>1. # Title</td>
<td>1. # Title</td>
<td>1. # Title</td>
</tr>
<tr>
<td>2. # Title</td>
<td>2. # Title</td>
<td>2. # Title</td>
</tr>
<tr>
<td>3. # Title</td>
<td>3. # Title</td>
<td>3. # Title</td>
</tr>
</tbody>
</table>

Please endorse 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 | Instructor |
| Course Number | Course Number | Course Number |
| Grade | Grade | Grade |


# NEW JERSEY SUMMER SCHOOL OF ALCOHOL AND DRUG STUDIES

## July 12-17, 1998

### General Application Form

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

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Home Phone</th>
<th>Business Phone</th>
<th>FAX No.</th>
</tr>
</thead>
</table>

| Social Security No. | Rutgers University requires this information to fulfill reporting requirements for Lifetime Learning Credit established by the IRS under the "Taxpayer Relief Act of 1997. |

<table>
<thead>
<tr>
<th>Certification (Alcohol/Substance Abuse Counselor)</th>
<th>Yes ☐</th>
<th>No ☐</th>
<th>If yes, which state:</th>
<th>Work Hours:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Name of Employer (Note: This address will be listed on roster)</th>
<th>Your Position</th>
<th>Beginning Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Business Address</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Previous Employment:</th>
<th>Title</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year(s) of Attendance</th>
<th>Courses in which you wish to register (considering schedule, class size, and scheduling conflicts make it important to list 3 choices for 8:00 A.M., 3 choices for 10:15 A.M., and 3 choices for 1:45 P.M., in order of preference).</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M. - 9:00 A.M.</td>
<td>(NJ116-NJ119)</td>
</tr>
<tr>
<td>1. #Title</td>
<td>1. #Title</td>
</tr>
<tr>
<td>2. #Title</td>
<td>2. #Title</td>
</tr>
<tr>
<td>3. #Title</td>
<td>3. #Title</td>
</tr>
</tbody>
</table>

| 1. #Title            | 1. #Title                                                                                                        |
| 2. #Title            | 2. #Title                                                                                                        |
| 3. #Title            | 3. #Title                                                                                                        |

| 1:45 P.M. - 3:45 P.M. | (NJ138, NJ160-NJ177)                                                                                              |
| 1. #Title            | 1. #Title                                                                                                        |
| 2. #Title            | 2. #Title                                                                                                        |
| 3. #Title            | 3. #Title                                                                                                        |

Please endorse 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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Number</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade</td>
</tr>
</tbody>
</table>
# General Application for European School of Alcohol and Drug Studies

**August 9-14, 1998**

**Last Name** | **First** | **Middle**
---|---|---
**Home Address** | **Street** | **City** | **State** | **Zip**
**Male** | **Female** | **Home Phone** | **Business Phone** | **FAX No.**
**Social Security No.**
**Certification (Alcohol/Substance Abuse Counselor):** Yes ☐ No ☐
**Rutgers University requires this information to fulfill reporting requirements for Lifetime Learning credit established by the IRS per the Taxpayer Relief Act of 1997.**

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

**Name of Employer:**
**Position:**
**Beginning Date**
**Business Address** | **Street** | **City** | **State** | **Zip**

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

**Previous Employment:**
**From:**
**To:**
**Organization**
**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):**

<table>
<thead>
<tr>
<th>Time</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M.</td>
<td>10:15 A.M.</td>
</tr>
<tr>
<td>(E176-E185)</td>
<td>(E188-E193)</td>
</tr>
</tbody>
</table>

1. # Title
2. # 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**

**Please Note:** The Center of Alcohol Studies has a block of rooms at Lo-Stocken on hold until July 1, 1998. To reserve a room, you must either send a check in the amount of $275.00 (U.S.) or charge the full amount prior to July 1, 1998. If reserved rooms are not occupied after the July 1, 1998 deadline, they will be released.

**For Office Use Only**

<table>
<thead>
<tr>
<th>Instructo r</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Number</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade</td>
</tr>
<tr>
<td>Seminar Title</td>
<td>Instructor Name</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Developing a Psychosocial History</td>
<td>Albert McNamara, C.A.D.C.</td>
</tr>
<tr>
<td>Therapy with Children from Addictive Families</td>
<td>Amy Lautermate, L.C.S.W., C.A.S.</td>
</tr>
<tr>
<td>Socioeconomics of Addictions Treatment: Implications for Health Care, Criminal Justice, and Welfare Policy</td>
<td>James Langenbucher, Ph.D.</td>
</tr>
<tr>
<td>Neurobiological Aspects of Alcohol</td>
<td>Larissa A. Pohorecky, Ph.D.</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>Dana G. Finnegan, Ph.D., C.A.C.</td>
</tr>
<tr>
<td>The Dually Diagnosed Patient: Identification and Treatment</td>
<td>Mark C. Wallace, M.D.</td>
</tr>
<tr>
<td>A Prologue to Effective Treatment: Understanding the Multicultural Client</td>
<td>Cecila Loan, M.A.</td>
</tr>
<tr>
<td>Strategic Time-Limited Treatment with Chemically Dependent Clients</td>
<td>Chelly Sterman, L.C.S.W., B.C.D., C.A.D.C.</td>
</tr>
<tr>
<td>Attention Deficit Disorder: Impact on Alcohol and Drug Treatment and Recovery</td>
<td>Raymond Drettels, Ph.D., C.A.D.C.</td>
</tr>
<tr>
<td>Working with Families in Relapse</td>
<td>Claudia Blackburn, M.S.</td>
</tr>
</tbody>
</table>

Each of the six-hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for 6.0 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professionals Certification Board of New Jersey Inc. (APCBIN). For further information, please contact Education & Training Division, Center of Addictions Studies, Rutgers University, New Jersey School of Public Health, 677 Allston Road, Piscataway, New Jersey 08854-8801. (Telephone 732-445-8317; Fax 732-445-3690).