Rutgers

Summer School of Alcohol and Drug Studies
June 13-18

Institute of Alcohol and Drug Studies
July 11-16

Education and Training Division • Center of Alcohol Studies
1999 Summer Schools of Alcohol and Drug Studies

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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 1854, and achieved university status in 1924. The university currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known nationally and internationally as a leader in alcohol research, education and training, and publications and documentation of the alcohol literature. The Center was the first interdisciplinary research center devoted to alcohol use and alcohol-related problems and treatment, evolving in the late 1930s and 1940s at the Yale University Laboratory of Applied Physiology and Biodynamics, directed by the eminent Yale physician, Howard W. Haggard. Haggard's interest in the effects of alcohol on the body had broadened into a wide perspective of alcohol-related problems and he brought to Yale a number of scientists with similar interests, among them E.M. Jellinek, who became head of the new Section on Alcohol Studies. Dr. Jellinek, a noted biostatistician, became widely known for his classic studies of the etiology of alcoholism, including The Disease Concept of Alcoholism. Jellinek became the first director of the Summer School of Alcohol Studies, which celebrates its fifty-seventh year this summer. The Center of Alcohol Studies was the leader of the movement to recognize alcoholism as a major public health problem and to have the American Medical Association accept alcoholism as a treatable illness, a policy it formally adopted in the 1950s. The increasing demand for information about alcoholism led the Center to found the Summer School of Alcohol Studies in 1943. In 1944 the Center also began the Yale Plan Clinics, the first ever outpatient facilities for the treatment of alcoholism. The Yale Plan for Business and Industry, forerunner of current-day employee assistance programs, also began in the mid-1940s. In response to requests from business and industry having to cope with employment shortages during World War II.

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

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 cooperative commission on the study of alcoholism and the National Council of Alcoholism Blue Ribbon Panels, and helped to develop federal legislation that created the National Alcohol Research Centers.

In 1962 the Center of Alcohol Studies moved to Rutgers University with the support of R. Brinkley Smithers, the Christopher D. Smithers Foundation, Inc., and the National Institute of Mental Health. It is located on Busch Campus in its own building. Smithers Hall, built through the generosity of R. Brinkley Smithers and the Christopher D. Smithers Foundation, Inc., Smithers Hall provides offices, conference space, and laboratories for biological and psychological research. Brinkley and Adele Smithers Hall, an addition to the Center which opened in 1992, has expanded office space, laboratory space for the neuropsychology, and a new library facility.

The Center continues its strong research tradition with research...
The summer programs provide an in-depth exploration into the issues of the alcohol and drug fields as well as those new to the area. So many alumni describe the schools as such a total immersion of the mind and spirit that it is often called the "Rutgers Experience".

Complementing the summer programs are the Continuing Professional Education Seminars in Alcohol and Drug Studies, a series of one-day workshops for professionals held during the spring semester. These interactive, day-long learning modules will be offered in many content areas.

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

The Division of Education and Training is directed by Gail Gleeson Milgram, Ed.D.

For further information, contact the Division by phone (732-445-4371) or fax (732-445-0500).

## ABOUT THE CAMPUS

The summer programs are held on the College Avenue Campus of Rutgers University in New Brunswick, New Jersey. The location is open to the public.

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

## EDUCATION AND TRAINING DIVISION

For over five decades the Center of Alcohol Studies has provided leadership in the education and training of professionals and policy makers. The keystone of the programs is the summer schools of alcohol and drug studies. The Summer School of Alcohol and Drug Studies is an intensive one-week program, the 57th annual session of this internationally renowned school will be held in June 1999. The Institute of Alcoholism and Drug Studies, an annual one-week program, will be held in July.

## ABOUT THE SCHOOL

The Summer School of Alcohol and Drug Studies was founded at Yale University in 1943 as the Summer School of Alcohol Studies and moved to Rutgers University in 1962. E.M. Jellinek, Sc.D., the director of the first summer school, wrote that the school was headquartered in "an environment of social and educational stimulus". The conglomeration of students, faculty and professionals, Howard W. Hazen wrote that the school was an "understanding in social experience".

The school today is the major institution for continuing education in nonclinical and clinical alcohol and drug issues. The programs are taught by the foremost authorities and professionals in the field. The school has had over 150,000 students, the second, 147. The 1999 Summer School of Alcohol and Drug Studies will be the fifty-seventh annual session. The director of the school is Gail Gleeson Milgram, Ed.D.

Over the years, students have attended the school from each of the fifty states, the twelve Canadian provinces, and forty other countries. They include men and women who have played pioneering roles in the establishment of programs of treatment, education, and research, with the sponsorship of the Council on Alcohol Studies. Marty Amin, a student in 1944, founded the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism and Drug Dependence. The Rev. David Wotar, Ernest Shepherd and Wayne Worrall, with the help of Esther Hendrickson, founded the North Conway Institute in 1951. Students from the school have been served by what is now the Education Section of the Alcohol and Drug Problems Association. More recent groups to originate at the Summer School are the National Black Alcoholism Council, Inc., the National Coalition of Lesbian and Gay Alcoholism Professionals, Inc., and, today, the alumni are found in large numbers of associations and federal, state and local governments.

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

The emphasis in the school's current curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features a strong program of general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies Library, located in Newark and Adelis Smithers Hall.

Admission

The Summer School offers specialized courses relating to alcohol and other drug issues; enrollment is open to professionals and lay persons in these areas.

The "education and information that I got at Rutgers in one week was excellent. The surroundings were beautiful and relaxing and I took away a lot of new information and ideas."
**Scholarships**

The Summer School has no scholarship funds of its own. However, it does assist in the administration of the following full scholarships: Alumni and Frank A. Seixas Memorial. Full scholarships cover tuition, room, and meals, but not travel. The Summer School also assists in the administration of the J. Seward Johnson, Sr. 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 SSAG office by April 15, 1989. Each applicant must send the following information: (1) a completed general application form found at the back of the 1989 Summer School catalog; (2) the candidate's candidate ID number; (3) a letter of recommendation that addresses the candidate's attributes and role in the field. Please note: It is not necessary to send the $100 non-refundable deposit with scholarship application.

**ALUMNI SCHOLARSHIPS**

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies. The requirements listed below must be fulfilled for the packet to be reviewed by the Scholarship Committee. Please note: candidates who do not previously register for one of these courses at schools of alcohol and drug studies will receive priority consideration by the Scholarship Committee. To apply for one of these full scholarships, a letter of application should describe how the person meets the following requirements:

**Criteria:**
- Be certified as an alcoholism/abuse counselor or be in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
- Work full- or part-time, presently or in the recent past, in the field of alcoholism and drug abuse with family members or children of an alcoholic; parents who are misusing alcohol and/or other drugs; gay/alcoholic patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
- Explain the financial reason for requesting scholarship aid. Applicants are required to show at least $5,000 in annual earnings with whom receiving their annual salary is less than $20,000 per year.

**Courses**

Students are expected to register for three courses. The courses are designed to give students the opportunity to work with other students on the application form. This deposit can be paid by check (drawn on a U.S. bank) payable to Rutgers, The State University of NJ, or by MasterCard or Visa (fill out appropriate information on application form).

**Fees**

The J. Seward Johnson, Sr. Scholarships, supported by the J. Seward Johnson, Sr. Educational Trust, will be awarded to individuals who are working in prevention, education, intervention, and treatment of young people. The letter of application for 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.

**COURSES**

Each course will meet formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours per week. The selection of courses is the responsibility of the student. The list of courses in the catalog is designed to allow flexibility in the requirements of the course.

**RECOMMENDATIONS**

The Frank A. Seixas Memorial Scholarship will be awarded to a medical student 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 this full scholarship, submit the general application form and a letter of application that includes the name of the medical school you are attending and your year.

**Certification**

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers University has granted Center for Continuing Education the right to issue this certificate.

The Summer School of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 42 continuing education units.

**Daily Time Schedule**

<table>
<thead>
<tr>
<th>Monday-Thursday</th>
<th>8:00 - 10:00 a.m.</th>
<th>Class 1</th>
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</thead>
<tbody>
<tr>
<td>10:15 - 12:15 p.m.</td>
<td>Class 2</td>
<td></td>
</tr>
<tr>
<td>1:45 - 3:45 p.m.</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>4:00 - 5:00 p.m.</td>
<td>Special Interest Seminars</td>
<td></td>
</tr>
<tr>
<td>7:00 - 8:00 p.m.</td>
<td>Dinner</td>
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</tbody>
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**Friday**

8:00 - 12:15 p.m.: Classes
12:15 p.m.: Awarding of Certificates

Please note: (1) in addition to the ten hours spent in class, instructors will assign two hours of out-of-class work (e.g., journal, group, etc.) to equal twelve hours per course; (2) the nature/semester schedule will be distributed during Sunday registration; and (3) Friday classes conclude at 12:15 p.m.; certificates will be awarded immediately following classes.

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**Chemical Dependency Disorders**

C103

Maladaptive use of drugs is very common today, especially among alcoholics. Alcoholics, particularly younger individuals, frequent companies of other substance-hypnotics, stimulants, sedatives, and marijuana.

This program will provide a review of these substances from a historical, pharmacological, and treatment perspective. It is chemically dependent people make significant decisions about such life issues as self-esteem, emotional connectedness and integration. Developing a close, lasting, loving relationship, sobriety, the recovering person has the opportunity to consider concrete skills for setting personal growth strategies. This process is complicated by the individual's intense drug and alcohol use and his/her issues that will lead to more positive patterns of behavior and greater fulfillment in life.
Enhancing Meaningful College-Based Recruit- Recruit- only
only

6 Gender Differences in Substance C020 Abuse Victims C040

Instructor: Patricia Michowski

Substance abuse treatment programs were primarily developed to treat men, and the physiological and psychological differences between men and women are not considered. This class will address the gender differences in substance abuse treatment programs to address the needs of women.

This course will examine gender differences in etiology, course, consequences, treatment, and outcomes. Information on the psychology of women will be utilized to explain some of the differences. Various treatment techniques and approaches will be presented and student relevance to gender issues. Specific concerns and treatment issues of the female population will be examined.

7 Working with African Americans C040

Instructor: Gregory A. Bichrest

It has become increasingly more apparent that counselors and therapists are not adequately preparing students to be sensitive to diversity. This course focuses on the cultural components of diversity and the skills necessary for working with African-American clients. The implications of the current political climate are to raise awareness of misconceptions about cultural background and to recognize the need for counselor belief systems on treatment and other service delivery areas.

8 Adolescence and Identity C040

Instructor: Madeline Curren

In order to develop a sense of oneself as an adult with one's own separate and individual identity, one must first confront and struggle with the physical, mental, emotional and spiritual challenges that adolescence presents. We address the number of teens, drug and alcohol abuse has become a means of pro-

9 Preventing Relapse in Drug Addiction C040

Instructor: James T. Holcomb

This course is offered as an overview of the process of relapse prevention and will cover the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identification, development and implementation of relapse prevention techniques and strategies in substance abuse treatment programs.

This course will cover research on the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identification, development and implementation of relapse prevention techniques and strategies in substance abuse treatment programs. The course will cover research on the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identification, development and implementation of relapse prevention techniques and strategies in substance abuse treatment programs. The course will cover research on the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identification, development and implementation of relapse prevention techniques and strategies in substance abuse treatment programs. The course will cover research on the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identification, development and implementation of relapse prevention techniques and strategies in substance abuse treatment programs. The course will cover research on the various stages of relapse prevention and strategies used in counseling programs. The course will focus on the identif

10 From Assessment to Treatment Planning C013

Matching Client Needs to Treatment Strategies

Instructor: Jack M. Zibell

We need a new way of conceptualizing the treatment of the addiction problem for each client in order to match client needs with treatment strategies. This course offers an overview of the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies. The course will cover the assessment process and the client's treatment needs and level of treatment. We will begin with a brief review of the DSM-IV and the specific client characteristics that need to be assessed in order to match client needs with treatment strategies.
22 Promising Prevention Strategies for Youth and Their Families

Instructors: Thomas Griffin and Roger Swanson

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

Environmental controls such as increased excise taxes on alcohol, tobacco, and other drugs, are effective in reducing smoking initiation, drinking, and drug use among adolescents. Prevention efforts will be considered. Identifying prevention resources available via the Internet will be discussed and relevant websites and other resources will be presented.

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

23 Professional Ethics

Instructors: Ann Conway and James F. Emmett

This course investigates the current ethical issues in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for reaching ethical decisions in the workplace. The course examines the themes that underlie decision making in an organization. It is particularly helpful for the clinician in a supervisory position and is helpful in preparing for providing clinical supervision within an organization.

Participants gather in small groups to examine the current issues in addiction treatment. Emphasis is placed on professional ethics, hindering ethical decision making, and motivating smokers to re-evaluate their nicotine addiction also will be covered. The course will present a treatment rationale and professional guidelines based on ethical principles that have contributed to the development of the work being done in the field of addiction.

Participants work in small groups on case studies of simulated work situations in order to practice their own ethical decision making.

The course will conclude with a discussion of the role of the professional in our society. The opportunity to concretely recognize differences between coping strategies and the life skills that lead to more positive behaviors of hope and greater fulfillment in life.

The process of decision making is inherent in many approaches to treatment. A focus will be placed on the work of Bob and Mary by Quitting. In this course, we will consider the role of the therapist and our therapist training in our unique experience clinicians integrate a decision making process into their own treatment and practice.

The decision-making process involves the use of accurate, empirically based information, and some of the skills are technical, the material will be delivered in clear terms and will describe the dynamics in a way that everyone should understand. We will provide some up-to-date information that expands our understanding of how addiction occurs, why the pharmacological treatment of addiction is so important, and standard recovery programs — work and why obstetrics is necessary.

24 The Diagnosis and Treatment of Chemical Dependency

Instructor: Mark C. Wallen

This course will provide a foundation for health professionals and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide a comprehensive overview of the basic knowledge and develop skills in the appropriate treatment of the individual and group process with chemically dependent adults.

Therapeutic strategies used in this course will be drawn from diverse perspectives. The course will be based on the DSM-IV, Cognitive Behavioral Therapy, Substitution Therapy, Psychodrama, Cognitive Therapy, Family Therapy, Psychiatric Nursing, and more. The course objectives are to identify the diagnostic criteria and effective treatments. The course will also focus on identifying chemical dependency with a diagnosis of drug use disorder. The course will also focus on identifying chemical dependency with a diagnosis of drug use disorder. The course will also focus on identifying chemical dependency with a diagnosis of drug use disorder.

25 Neuropharmacology: Drugs, The Brain and Addiction

Instructor: John Enick

Neuropharmacology is the fascinating study of the interrelationship between drugs, the central nervous system, behavior, and health. This course provides a solid foundation of basic neuropharmacology and introduces the most recent and interesting scientific concepts of drug action. The course examines the neuropharmacodynamics and mechanisms of drug administration, distribution and metabolism. The course also introduces the molecular and cellular basis of drug action. Drugs to be discussed include alcohol, therapeutic medications and the use of drugs (e.g., marijuana, opiates, crack/cocaine, hallucinogenics), and the common drugs of abuse and the drug abuse potential, including and dangerous form of drug abuse in the United States.

26 A Survey of the Genetics and Biology of Addiction

Instructor: John E. Davis

In the past few decades there have been major advances in understanding both the genetic factors that predispose a person to drug addiction and the biological changes that occur with the regular use of psychoactive drugs. This course provides a survey of current research in genetic addiction. The course discusses the scientific information, delivered in an understandable format, that will be helpful to people who work in helping professions. The topics covered in this course will be discussed in detail, and anyone who works with individuals with substance abuse problems is encouraged to join in personal exploration and group process in the class.

Beyond Addiction: Counseling for Transformation

Instructor: Albert McNamar

Following the initial recovery phase, many clients report involvement in repetitive cognitive and behavioral patterns similar to those that led to their addiction. The process creates a cycle that is difficult to break. This course will focus on identifying the basis of repetitive pattern, transitional approaches to emerging challenges and time competent resolutions. Participants will explore counseling approaches that are geared to developing self-acceptance rather than self-remission via the use of reframing, visualization and creative self-expression.

27 Screening, Intake, Orientation and Assessment of Alcohol- and Drug-Abusing Patients

Instructor: Edward McDonnell

This course will concentrate on assessment skills and their relationship to the core function areas of screening, intake, orientation, assessment and intake at the Intake Center. The course will focus on identifying the issues that are raised by new clients. The course will focus on providing clients with information regarding the process that will enable a counselor to identify and evaluate a client's alcohol and drug abuse issues and provide professional treatment. The course will also include development of a plan that will enable the student to work with the necessary information for the CADD certification process, and criminal examination.
28 Gestalt as a Therapeutic Tool in the Treatment of Addiction
Instructor: Dennis C. Murphy
This course is designed to explore the theory and techniques of Gestalt as used in individual counseling and the group process, and Gestalt therapy in the treatment of addiction and co-dependency. Participants will learn how obstacles to change are created and how to effect change, to identify belief systems and the root causes of emotional and behavioral problems, and to overcome them. Participants will understand how Gestalt complements the 12 Step programs and the wisdom to encourage focus. Lectures, discussions, role plays, individual counseling and group experiential work will be utilized.

29 Empowering the Self In Recovery
Instructor: Elizabeth D'Angelo LaPorta and Gloria Merritt
This course will help clients empower their clients to perceive themselves as the center of their own lives. It will provide an opportunity for clients to discuss the role of therapy in their personal and experiential understanding of the impact that love relationships, family, work situations, and various factors have on recovery.

30 Understanding the Dynamics and Content of Intimate Relationships
Instructor: David H. Hall
Intimacy in a relationship is certainly much more than sexual involvement. True intimacy requires intense emotional sharing and complete understanding of the other person, which requires authentic age strength. In this course, participants will learn five distinct domains of an intimate relationship and how to nurture each of these qualities. This course will enable participants to explore and discuss how addiction sabotages intimacy and how this damage affects the recovery process.

31 Psychological Therapies: Finding the Right Therapist
Instructor: Bettye Ann Weinstein
Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are the major approaches taken by mental health professionals. Using the case study method, this course will first discuss each therapy model and then apply its principles to specific case examples of recovering alcoholics, addicts and co-dependents. In addition to the exploration of techniques, the therapist’s role and therapeutic approaches should also fit the personality styles of both the patient and the therapist. Emphasis is placed on the importance of being empathic with many depressed patients, but not all. Some patients, especially those with borderline or narcissistic personality structures, tend to be difficult. The therapist must be objective and non-judgmental. Likewise, the same problem can often be addressed equally effectively by very different therapeutic approaches, depending on the expertise and the personality style of the therapist. This course will present several therapeutic approaches and their application to common health problems commonly experienced in recovering clients.

32 A Potent Mixture: The Implications of Trauma in the Treatment of Addiction
Instructor: Claudia A. Blackburn
In view of the growing body of epigenetic data supporting the co-morbidity of addiction and associated mental health disorders, the dependence among women, clinicians must routinely consider the role and implications of past trauma during addiction treatment. This course will provide an overview of the stress response process from the moment of intervention to the preparation for discharge, emphasizing the importance of understanding the complex interactions that occur during treatment. Participants will gain assessment tools, intervention and relapse prevention strategies and treatment guidelines for addressing trauma in women in addiction treatment.

33 Treating Emotions in Recovery
Instructor: Jack M. Schibik
Counselors need a comprehensive model for treating emotions in recovery. Clients need a comprehensive therapy for understanding their pain and suffering in recovery. It is not sufficient to merely have clients name feelings. This course offers an understanding of: (1) who we are emotionally; (2) what our principal emotions (belief, excitement, hope, gratitude, anxiety, fear, love, jealousy, envy, shame, disgust, sadness, pride, joy, etc.) tell us about ourselves and our relationships (positive or negative) in recovery; (3) how chemical abuse restricts our emotional experience, identification and expression; (4) how chemicals distort our emotional and relational growth.

35 Post-Traumatic Stress Disorder and Addiction
Instructor: Madeline Coven
Post-Traumatic Stress Disorder (PTSD) develops in response to intense trauma situations in which one is rendered powerless and where great danger is involved. Many who suffer from PTSD report histories of abuse, neglect, accidents, natural disasters, and food or other forms of physical and emotional trauma. This course will look at how PTSD manifests itself physically and emotionally and its relationship to trauma, addiction and recovery. Special attention will be paid to the nature of PTSD in children, including victims of abuse (children and even pets), children of alcoholics, survivors of physical and sexual abuse, and combat veterans. This course places an understanding on the interrelationship between disassociation and denial, the levels of symptoms and ways to avoid revitalization, and the importance of empowerment. Lectures, discussions, small group-process and guided meditations will be used.

Survivors of Sexual Abuse in Addiction
Instructor: Chelly Stanmen
Frequently, survivors of incest and other sexual abuses are also addicts. Until recently, the treatment community tended to deal with either the sexual abuses or the addiction, and this approach generally gave rise to a much lower recovery rate than expected. This course will provide information on an integrated approach, and provides several formats for simultaneous treatment of the usual sexual trauma and its addiction. Treatment models will be introduced, and participants will be taught how to work in a synergism between addiction and, where applicable, violent and sexual abuse.

Mild Traumas, Transitions, Addiction and Recovery
Instructor: Thomas E. Legere
If some people use substances while they "feel no pain," what is usually the case? Could a crisis of meaning, traditionally associated with mild help to precipitate substance abuse? In this course, we will: (1) examine how addiction occurs in an acute state of transition; (2) look at substance use disorders; and (3) learn the skills necessary to guide a client through this transition.

36 The Spirituality of Addiction
Instructor: Damon McCraith and Craig Nashan
This course focuses upon spirituality as a major component of the addiction-recovery process. The instructors will explore with the participants the spiritual support which is inherent in the recovery experience. How can addiction-recovery be characterized as a spiritual journey? This course will explore: (1) the phenomenology of crisis in our individual lives and its potential applicability to addiction, and (2) the 12 Steps of Alcoholics Anonymous as a spiritual path. The instructors will introduce the principles, power and practice of discernment and suggest how this path may be found in the practice of 12-step recovery.

38 The Spiritualities of Alcoholism
Instructor: Raymond P. Detrella
All therapists, regardless of their professional in the recovery field, the term spirituality has remained vague and difficult to understand and to use in a practical way with clients and patients. There is a need to have a practical understanding of possibilities and understanding that will assist helping professions. This course is designed to present a model for recovering from addiction, which is in the process of exploration, investigation, and assessment. The spirituality described will be an approach that is synthesized from many sources including self-help groups, ancient and indigenous wisdom (Maya, Olmec, Aztec, and Christian, or mystical traditions) and from humanistic and transpersonal psychology. Experiential exercises such as guided imagery will be used to explore techniques that may contribute to recovery from addiction, other chemical dependence and co-dependence, it is helpful for all illnesses. It defines and describes spirituality in recovery and how spirituality in recovery relates to psychology and to organized religion. Joseph Campbell's work will be reviewed.

40 Relapse Prevention Therapy
Instructor: Don L. Moyer
This course will offer still development and an overview of the major schools of thought that are defining emerging models of addiction treatment that have been adapted to the needs of the individual client. Emphasis will be placed on problem-focused "relapse prevention" models and solution-focused models, and on possible ways to integrate therapeutic strategies. Some emphasis will be placed on working with the client's family and larger social system.

Teaching methods will include the use of visual aids, participatory exercises, small group exercises, group discussions and assigned readings.

41 Ethics for Chemical Dependency Treatment
Instructor: Norman M. Snider
This practical course will first present a brief overview of the development of ethical practices in chemical dependency and the history of the field, and then will cover social issues facing treatment professionals. The class will use active learning methods to explore such issues as: cultural difference related to treatment practices; financial constraints versus "traditional" treatment; boundaries between staff, clients, and patients; and conflict between client and staff. Teaching methods will include participatory lecture, video, group discussion and role play.

42 Supervision and Case Management: Critical Components for the Counselor's Intervention
Instructor: Harry Stern
Alcohol and drug counseling is a demanding profession that requires ongoing training and supervision. Staff are often promoted into supervisory positions prematurely. This course will provide staff with the type of intensive, directed training and supervision that is necessary to adequately prepare them for their new responsibilities. The emphasis will be on clinical supervision, orienting supervisors, assessing supervisors' Volumes. Content will include the roles and responsibilities of the supervisory and clinical supervisor, designing a supervision plan, and...
43 Maintaining Clinical Integrity in the Managed-Care Environment

Instructors: Ann Crookley and James F. Eimmert

This course addresses the reality that economics will be the driving force in health care delivery in the future. Participants will learn how to operate successfully within managed care, which requires expert clinical knowledge and experience, as well as business acumen. The course will enable them to be flexible in providing individualized treatment services.

Program survival depends upon delivering innovative treatment programs that meet the needs of managed care. Participants will learn the ways of managing medical care. The course examines how the clinical role in providing services has changed and will continue to change and threatens intervention on other important issues.

The course assists clinicians and supervisors to successfully integrate managed care requirements, case management techniques and real-time treatment planning strategies into the patient treatment process.

44 Community-Based Prevention Strategies

Instructors: Thomas Groh and Roger Svensson

Local communities throughout the United States have created partnerships, coalitions, alliances, collaborative task forces and other organizations of diverse groups and interests who are working together to achieve a common goal of improving community-wide prevention efforts. Some of these efforts are well-funded by federal and/or state agencies, private foundations or local supporters. Others sustain themselves on little or no financial support and depend on volunteer time and in-kind contributions of members. The purpose of this course is to examine the question: What are the lessons learned by those community-based efforts?

The course will identify promising strategies and approaches being used, commonly encountered obstacles to effective planning and implementation, evaluation procedures and preliminary findings regarding both coalition processes and outcomes. Examples of a variety of approaches to prevention will be considered including: youth-focused efforts; school-based curricula; environmental controls such as tobacco, leg regulations, and park design; and innovative community-wide projects that include multiple approaches. Whenever possible, examples of community projects participating in the course will be integrated into discussions.

45 Evaluation for Impact

Instructor: David S. Andreason

Principles of community- and organization-based alcohol and other drug prevention programs are increasingly being called upon to document their progress in achieving their objectives. In this seminar, participants will learn the basic skills of evaluation, including formulating both short-term and long-term program goals, and identifying and measuring program outcomes.

This course guides participants through a process that defines measurable outcomes from research goals and develops components and prepares approaches for documenting program outcomes and processes. Emphasis is upon a conceptual and practical understanding of outcome, process and impact evaluation, content match between intervention and qualitative objectives. Practical implementation tips and shared strategies for sharing and disseminating evaluation findings are identified.

This approach provides participants with the understanding and resources necessary for implementing evaluation methodologies. Participants will learn clearly defined outcomes, measures appropriate for implementation and renewed evaluation perspectives.

46 Substance Abuse Literacy: Pharmacology

Instructor: Ted Flynn

The course will focus on the pharmacology of street drugs and its relationship to the biopsychosocial disease process. The course will analyze the biological aspects, the psychological aspects, and the social aspects of the disease process. The effects of drugs on each of these aspects will be presented in terms of symptoms, causes and myths. The goal of the course is to develop the ideas of substance abuse as a biopsychosocial phenomenon and facility with the major assumptions, concepts and theories in the field. Participants will be encouraged to develop theoretical and applied illustrations to depict the role of substance abuse literacy in prevention, treatment and advocacy issues. Participants will be exposed to the biopsychosocial nature of the disease and the role that pharmacology can play in early intervention and treatment.

47 Does It Make a Difference: Gender Sensitive Treatment Programs

Instructor: Claude A. Blackburn

Men and women have specific issues that create barriers to their substance abuse treatment and self-help movement. Men and women are intended to give professionals in the chemical dependency field an understanding of the unique gender issues surrounding treatment. Through the use of case studies, the course will enhance the integration of a gender sensitive treatment model.

This course will explore the unique needs of men and women concerning the obstacles they encounter in gaining access to treatment and in maintaining abstinence. First, a historical perspective to outline the trends within the addiction field is presented. The course will focus on current research highlighting the biological responses to treatment and aftercare. Second, gender specific issues, intervention strategies and resources for men and women will be explored. Third, treatment program recommendations, treatment planning and continuing care considerations to address the unique needs of men and women in most outpatient and inpatient treatment facilities are explored.

48 Assessment and Referral Interviewing Techniques Designed to Reach the Client

Instructor: James F. Eimmert

This course is designed to enable intake counselors, EAP counselors and other case work professionals to develop interviewing tech- niques for gathering information that is sufficient to make an appropriate diagnosis and referral for those clients who may be undergoing alcohol or drug related difficulties. The course will also provide the foundation for making an effective and appropriate referral. The techniques are valuable in assisting those clients who are seeking drug and/or alcohol denality and/or self-denial to recognize their illness for what it is and to accept a referral (admission) into appropriate treatment. By gathering the needed information at the assessment level, the most appropriate treatment modality can be selected and the treatment plan formulated.

The course will consist of approximately three hours of lecture and interactive discussion of the concepts and techniques; six hours of supervised experiential practice in groups of two and the development of a case of a model interview. In addition, there will be approximately two to two and one half hours of required reading that will be furnished to the participant on the first day of class.

Upon completion of the course, it is expected that the participant will: (1) be fully acquainted with this assessment/interviewing technique and (2) have learned the basic skills used in this process; and (3) have practiced the use of these skills and techniques with others.

49 Brief Therapy Approaches in Chemical Dependency Treatment

Instructor: Nilske A. Moyer

Freemasonry and alcoholism are both complex and multifaceted. Those who attend this course will be exposed to new and experimental brief strategies and adaptations which are designed to be used in conjunction with the philosophy of 12-step programs. The course will offer an exposure to new and experimental brief strategies and adaptations which are designed to be used in conjunction with the philosophy of 12-step programs. The course will offer an exposure to new and experimental brief strategies and adaptations which are designed to be used in conjunction with the philosophy of 12-step programs. The course will offer an exposure to new and experimental brief strategies and adaptations which are designed to be used in conjunction with the philosophy of 12-step programs. The course will offer an exposure to new and experimental brief strategies and adaptations which are designed to be used in conjunction with the philosophy of 12-step programs.

50 Shifts in Self-Perception: Increasing Chances for Successful Long-Term Recovery

Instructor: Carolyn M. Eick

Dr. Eick will discuss the role of denial during early abstinence and often lead to relapse. This course will focus on ways under- mining self-defeating behaviors patterns by identifying the belief systems that sustain the denial and helping the client begin to change. Participants will be introduced to an eclectic therapeutic approach that facilitates breaking through the denial and maintaining sobriety. This course will focus on the role of denial during early abstinence and often lead to relapse. This course will focus on ways under- mining self-defeating behaviors patterns by identifying the belief systems that sustain the denial and helping the client begin to change. Participants will be introduced to an eclectic therapeutic approach that facilitates breaking through the denial and maintaining sobriety. This course will focus on ways under- mining self-defeating behaviors patterns by identifying the belief systems that sustain the denial and helping the client begin to change. Participants will be introduced to an eclectic therapeutic approach that facilitates breaking through the denial and maintaining sobriety.

51 Principle-Centered Therapy (PCT)

Instructor: Craig Nakken

This course will teach the core elements and components central to what the instructor calls Principle-Centered Therapy. PCT is a therapy that was developed with research results from a 12-step based treatment because of its focus on principle and the value to a values-based lifestyle. It is also a therapy that scientists and researchers believe to be effective for individuals and others. The model that PCT looks at is the principles and human drives that are embedded within the individual. It operates on the belief that achieving intimacy with oneself or others has to do with an individual’s, a couple’s, the group’s ability to connect with, operate from and become skillful in the use of principle-based treatment. In fact, PCT sees intimacy as a by-product created by the effective use of principles of behavior. This course will teach the concepts of PCT by helping the participants use the concepts of PCT with themselves and class- mate’s issues. This course will be focused on developing a willing and able to enter into a process of self-examination and self-accountability.

52 Group Therapy

Instructor: Don L. Meyer

This will be an interactive course. Participants will learn about and experiment with user-friendly, supportive group modalities, including many research driven conceptual narrative group therapies and problem-solving group. This course will call the relative merits and consider the potential for the development of a solution focus, and the possibilities for a balanced focus.

Teaching methods will include: lecture, discussion, video, small group roles plays.

53 Practice of Rational Emotive Therapy (RET)

Instructor: Edward McDonnell

The purpose of the course is to discuss how Rational Emotive Therapy (RET) offers useful perspectives and tools for helping alcoholics and substance abusers who are experiencing a crisis or a relapse, divorce or out-of-control stresses to terminate treatment.

The course will explore the conceptual foundations of RET, descriptive, and practical strategies. In addition, specific techniques to be used in conjunction with the philosophy of 12-step programs. The course will explore the conceptual foundations of RET, descriptive, and practical strategies. In addition, specific techniques to be used in conjunction with the philosophy of 12-step programs. The course will explore the conceptual foundations of RET, descriptive, and practical strategies. In addition, specific techniques to be used in conjunction with the philosophy of 12-step programs. The course will explore the conceptual foundations of RET, descriptive, and practical strategies. In addition, specific techniques to be used in conjunction with the philosophy of 12-step programs.

54 How to Use the Big Book (Alcoholics Anonymous) in Your Treatment Program

Instructor: Fred T. Raler

This course is designed for professionals who want to learn about the basic text of Alcoholics Anonymous. The program will show you how to lead a discussion and explore the wealth of information contained therein. The instructor has many years of experience in helping others learn to integrate the material presented and how to integrate this material into the participants’ respective treatment programs.
55 Twelve-Step Spirituality

Instructor: Thomas E. Legere

The purpose of this course is to explore in depth the spiritual nature of the 12-step philosophy. We will examine the origins of the 12-step programs and the motivations those helping individuals in recovery, will be fun, practical and down-to-earth. Each class will consist of lecture, discussion, and examination of case studies.

56 The Process of Cultivating Interpersonal Relationships (Fellowship) in Recovery

Instructor: Jack M. Schibik

Staying clean and sober requires building a sense of fellowship, connection and community that is not centered on alcohol/drug use. We will examine how to engage clients in the healing experience of fellowship. After detox and stabilization, clients need to experience ways to live a philosophy of life that is not centered on the use of drugs or alcohol. Fellowship helps heal the core wounds of the addictive process on two levels: the personal recovery of the individual and the fellowship is essential to recovery. Intensive outpatient programs can offer creative programming aside from traditional "drug talk" programs. Clients need to experience the skill and art of creating community that they cannot experience at a self-help meeting.

58 Treatment Service Planning for the Year 2000

Instructor: Ann Crowley

The principles dedicated to providing quality service and innovative treatment planning can still be operating into the year 2000. Survival depends upon maintaining the competitive edge of a market and remaining ahead of the next wave of managed-care regulations or ramifications. Managers must lead not just in the day-to-day operations but also in the larger context of designing individualized and innovative treatment programming. They must balance excellence and trust with public service, providing the public with all the resources necessary for both the patient and the payer. Clinicians must adapt to the needs of the patient, the organization, and the marketplace.

This course examines management and organizational issues that will enhance the practitioners ability to bring their work organization into the twenty-first century.

59 Children of Alcoholics: Issues and Techniques in Prevention and Therapeutic Interventions

Instructor: Elizabeth D’Angelo LaPorte and Gloria Meritt

This course will focus on the specific 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 common mental health problems of children who are children of alcoholics will be explored.

Prevention and education programming, family therapy and individual and group treatment with this population will be explored. Program planning and the use of therapeutic techniques are integral parts of this course. Techniques are provided to prepare clinicians with concrete tools to enhance client involvement.

60 The Art and Psychology of Humor in Addiction Recovery

Instructor: Raymond P. Drallan

Humor has been used as an effective tool by experienced addiction counselors and therapists to aid in client motivation and dependency; in fact, many use the development of humor as a counselor's tool that can enhance or retard the recovery process.

A working definition of humor will be presented, along with a review of the areas of theory, types and categories of humor, and context. Techniques to use humor in progressive recovery, with specific emphasis on the Jellik chart of recovery, will be offered. The use of humor and counseling will be explored. Remedial work for the "Humor impaired" will include training in humor and counseling. The course will be accessible to individuals interested in humor and recovery.

62 Domestic Violence and Addiction

Instructor: Robert MacKey

This course will provide an overview of the specific and unique aspects of the Prevention of Domestic Violence Law, including provisions of the Duty to Warn. Participants will gain a theoretical and practical understanding of dynamics involving the legal and social context of the problem. Research on the consequences of domestic violence and addiction will be summarized. The profile of the abuser, battered women, syndrome of battered women and the ploy of domestic violence will be discussed. The dynamics of the cyclical patterns of interaction and suggestions for breaking the cycle will be provided, as well as specific counseling techniques for use with co-disciples. Roles, social support and community resources designed to combat domestic violence will be explored, and specific suggestions for implementation of services in various contexts will be offered.

63 Establishing Effective Substance Abuse Prevention in Corrections

Instructor: J. Ted Lavelle

Currently, there are approximately 34,000 sentenced offenders under supervision in New Jersey. Investigation has determined that 65% of these individuals have a substance abuse problem. The vast majority of other states are also experiencing the same drug-driven crime problem. In the past several years, federal funding levels have increased dramatically allowing rapid treatment program development for addicted offenders. Correctional counselors and correctional officials have been a vital part in the work with COAs. Many have developed skills for treating the non-offender have decreased. This national trend is very likely to continue and how correctional counselors will have to redefine the treatment of these individuals they serve. The course will focus on establishing effective treatment programming for offenders both incarcerated and on parole. The course will be divided into two parts. The first part is dedicated to the study of the various agencies that have shown impressive prevention skills in other states, will be of particular interest in this course. One day will be spent at a nearby prison-based program developed by the course instructor and operated by private provider. The course includes a review of research by guest speakers who have had responsibility for the design of treatment programming for the offender.

64 A Compulsive Gambling Component for an Addiction Treatment Program

Instructor: Arnie Waxler and Sheila Waxler

The similarities and differences between alcoholism/drug addiction and compulsive gambling will be explored. Understanding the theoretical framework and factors underlying the causes of compulsive gambling will be discussed. Awareness of the role of the gambling, compulsion (legal, psychosocial, etc) related to compulsive gambling, mechanisms of development and approaches to more effective treatment will be presented. Techniques and strategies to develop and implement a compulsive-gambling component in an existing addiction treatment program will be provided and resources for clinicians will be recommended.

65 Driving while Intoxicated and the Breathalyzer

Instructor: R. James Kirk

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 operation, interpretation, the alcohol and drug factor, refusing the breathalyzer, the implied consent law and other drug issues. Instruction on the new Drug Recognition Program and the use of Drug Recognition Experts in the prosecution of driving-while-intoxicated (DWI) suspects will be offered. In addition, the statistic history of the Intoxicated Resource Driving Centers will be discussed.

The teaching approach will be interactive, and class participation will be required. Student input will be expected and is vital to a successful learning environment. A case study approach will be used, and participants will be given a hands-on demonstration of the breath analyzer. By the end of the course participants will understand the basic physiology of alcohol, why alcohol affects the person in the way it does, and what is involved in the process of intoxication.
**Prevention Planning**

Instructor: John K. Krieger

This highly interactive course will provide advanced implementation strategies and information for the formation of community prevention programs. The most current research, information and strategies will be presented. Topics to be covered will include: contemporary drug and alcohol usage, organizational development theory, change strategies and motivational techniques. Techniques for running effective meetings and volunteer management will also be covered. Components of successful prevention programs will be discussed, including needs assessment, program planning and evaluation.

This course is designed to teach the use of advanced prevention skills to: (1) enhance community interventions; (2) allow individuals to expand their skills and abilities; and (3) increase awareness of the needs of communities.

"As a medical student, I found the Summer School to be invaluable in helping me better understand alcoholism and how to help my future patients deal with it."

"This is the training ground for people who are committed to fight, stand, help, serve and be there for someone who is hurting."

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**ABOUT THE SCHOOL**

The 1999 Institute of Alcohol and Drug Studies is directed by Gail Gleason Miligram, Ed.D. The Institute is a part of the Education and Training Division of the Rutgers Center of Alcohol Studies. 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 lectures and 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 Brinley and Adele Smithers Hall.

**Admission**

The Institute offers specialized courses relating to alcohol and other drug issues; enrollment is open to professionals and lay persons with an interest in these areas.

**Costs**

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

- **Tuition**: $520.00
- Room and Meal Plan: $330.00
- Air-conditioned housing accommodations with shared bath facilities are available. Dormitories are non-smoking facilities including the individual rooms.
- Meals are served Sunday dinner through Friday lunch.
- Total: $850.00

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 New Jersey, Maker/Direct and VISA will be accepted. Any deposit payments that use wire transfer will be charged an additional $25.00 fee.

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

"Please note: Special arrangements can be made for students who wish to take only one or two courses and not participate in the 4.2 CEU 45-hour program (i.e., three courses, lectures/seminars). The certificate received by an individual who is taking only one or two courses would reflect this; that is, 1.2 CEUs (12 hours) toward certification/recertification will be awarded for one course and 2.4 CEUs (24 hours) will be awarded for two courses. The cost for one course is $175; two courses are $350. (Housing accommodations are not available to students taking this option.)

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**Application/Deposit**

Applications will be accepted until June 21, 1999. However, early application is advised to ensure course selection. A non-refundable deposit of $100 must accompany the application form. This deposit can be paid by check (drawn on a U.S. bank) payable to Rutgers, The State University of New Jersey or by MasterCard or Visa (fill out appropriate information on application form). Deposit payments that use wire transfer will be charged an additional $25.00 fee. The official application form found at the back of this brochure must be completed and sent to:

Lynn Young, A00S Program Assistant
Center of Alcohol Studies
Rutgers, The State University of New Jersey
907 Allison Road
Piscataway, New Jersey 08854-8001

Telephone: (732) 445-4317
FAX: (732) 445-3500
E-mail: lrynn@nas.rutgers.edu

"This was a fulfilling and rewarding experience, and a great opportunity to network with a wide range of professionals."
Scholarships

The Institute has no scholarship funds of its own. However, it does assist in the administration of the Alumni scholarships. Full scholarships are awarded to tuition, room, and meals. Aid is not available. The Institute also assists in the administration of the J. Sewer Johnson, Sr. Tuition scholarships (which do not include room, meals or travel). Application is requested for any one of the above scholarships.

Scholarship application must be received in the institute office by April 15, 1999. Each applicant must furnish the following information: (1) a completed general application form (found at the back of this brochure), (2) a letter from their school stating which scholarship hereinafter is applying for and describing his/her background and work in the field, and (3) a letter of recommendation that addresses the candidate's importance to the field. Please note: it is not necessary to send in the $100 non-refundable deposit with a scholarship application.

ALUMNI SCHOLARSHIPS

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies. The requirements listed below must be fulfilled to be considered for the Scholarship Committee. Please note: candidates who have not previously attended one of the Rutgers summer schools of alcohol and drug studies will receive priority consideration by the Scholarship Committee.

To apply for any of these scholarships, a letter of application should describe how the person meets the following requirements. Candidates must:

- Be certified as an alcohol/substance abuse counselor or be in the process of attaining certification. Documentation of hours toward certification reached to date should be included in the application.
- Work full- or part-time, presently or in the recent past, in the alcohol field with family and children of an alcoholic; parents of alcoholics; and/or other addicts; patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other voluntary programs. Volunteers' involvement should be described in detail.
- Enter the financial reason for requesting scholarship aid. Applicants will be required to sign a form verifying their annual salary is less than $50,000 per year.

J. SEWER JOHNSON, SR. SCHOLARSHIPS

The J. Sewer Johnson, Sr. Scholarships, supported by the J. Sewer Johnson, Sr. 1993 Charitable Trust, will be awarded to individuals who are working in prevention, education, intervention, and treatment of young people. The letter of application for one of these tuition scholarships should describe the applicant's work with young people and indicate how attention at the Institute will impact on this work.

Daily Schedule

- **Monday-Thursday**
  - 8:00 a.m. - 10:00 a.m. Committee
  - 10:15 - 12:15 p.m. Class
  - 12:15 - 1:15 p.m. Lunch
  - 1:45 - 3:45 p.m. Class
  - 4:00 - 5:00 p.m. Special Interest Seminars
  - 5:30 - 6:30 p.m. Dinner
  - 7:00 - 8:00 p.m. Special Interest Seminars

- **Friday**
  - 8:00 - 12:15 p.m. Classes

Please note: (1) In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group project) per week, to be completed within two hours per course; (2) the seminar schedule will be distributed during Sunday registration; and (3) Friday classes conclude at 12:15 p.m.; certificates will be awarded immediately following classes.

Certification

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers grants 4.2 Continuing Education Units (CEUs) for the program. The 4.2 CEUs (equivalent to 12 hours) can be applied toward alcohol and substance abuse counselor certification/recertification in most states. The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/recertification.

The Institute of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 42 continuing education hours.

Courses

Students are expected to register for three courses. The course should be in the student's special area of interest and qualification. The requirements for the courses and methods of evaluation include a minimum of 20% written work, with a minimum of 75% for the oral presentation. Each course will meet formally for two hours per day, plus additional hours of outside assigned work, for a total of twelve hours per week. In addition, the course will include six instructor-led field experience seminars. Each field experience seminar meets four hours per week, plus four hours of outside work, for a total of twenty-four hours. Students accepted into any of these courses will take only one course during the morning hours (8 a.m. to 12:15 p.m.) and one course during the afternoon hours (1:45 to 4:45 p.m.), with a total of 144 hours. Each course will meet twice a week, Monday through Friday, with two course hours each day, and each course will meet five days a week, Monday through Thursday, and one day on Friday. Each seminar will meet five days a week, Monday through Friday, with two course hours each day, and each seminar will meet five days a week, Monday through Thursday, and one day on Friday.

- **Monday-Thursday**
  - 8:00 a.m. - 10:00 a.m. Committee
  - 10:15 - 12:15 p.m. Class
  - 12:15 - 1:15 p.m. Lunch
  - 1:45 - 3:45 p.m. Class
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The Development of Self

Instructor: Bruce Carse

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

- **Friday**
  - 8:00 - 12:15 p.m. Classes

A brief review of the concepts of denial and motivation will be presented, along with small group and individual case studies designed to discuss the various dimensions of the material. Techniques for minimizing denial and maximizing motivation will be presented through both discussions and role plays of current cases.

72 Treating Sicker Patients in Less Time

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

- **Friday**
  - 8:00 - 12:15 p.m. Classes

A brief review of the concepts of denial and motivation will be presented, along with small group and individual case studies designed to discuss the various dimensions of the material. Techniques for minimizing denial and maximizing motivation will be presented through both discussions and role plays of current cases.
anyone else who makes entries into the clinical record), clinical supervisors, program administrators, persons providing case management also raise issues (both providers and man-
gaged-care staff) and others who have the responsibility for pro-
viding care and/or treatment to individuals with alcohol and drug disorders.

73 Biological Foundation of Chemical Dependency: Use of Medications for Treatment
Instructor: Mark C. Wallen
The disorders of chemical dependency have commonly been defined as having biological, mental, and spiritual components. This course is the basis for understanding the biological foundation of chemical dependency disorders. The biological effects of dependency may parallel the acute withdrawal phase and may be a significant relapse trigger for some patients. This course will also examine, as a component of a comprehensive treatment approach, the use of non-addic-
ting medications to address these problems.

74 Dual Diagnosis: The Drive for Integrity
Instructor: J. Calvin Chalias
This course is a comprehensive introduction/review of dual diagnosis (substance dependence and psychiatric) disorders, including co-occurring (comorbidity), a developmental bispysychosocial model of addiction, DSM-IV classification, ASAM level of care, psychopharmacology, a 12 step trans-
formational treatment approach and prevention. The emphasis is in all areas will be on integration — personal, interpersonal, and within social systems. Students will participate in the experience of the course and be able to apply it at many levels in their own lives. It is recommended that participants be familiar with DSM-IV.

75 Diagnosing Personality Disorders and Addictions
Instructor: Diane Rude
This is a hands-on course. Participants will be required to diag-
ose case studies and identify Axis I and II disorders. Participants will learn diagnostic techniques. There will be a review of the DSM-IV and focus on both personality and sub-
stance-related disorders. Prior knowledge of personality disor-
ders is helpful. This course is experimental as well as didactic.

76 Intervention: The Power behind the Process
Instructor: John T. O'Neill
This course, interactive and emotion-packed course presents up-to-date ideas on the practical and ethical uses of genetics in medicine, illustrates why properly conducted interventions are usually successful, demonstrates how proven methods bring people closer to their aspirations, and can be used for interven-tions as a primary skill for helping professionals. The course is based on the Power Basis Theory of Intervention and is built around the six lessons from intervention history. Supporting case studies are included.

77 Crisis Intervention with Children, Adult, and Geriatric Populations of Alcoholics
Instructor: Mel Sandner
The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on

78 Creative Approaches to Counseling Special Populations
Instructor: Cheryl D. Reese
This course is designed to assist participants in working with African American, Native American, Latino/Hispanic, gay and lesbian, and adolescent clients. In addition, issues for HIV posi-
tive adolescents will be addressed. The course will focus on the cru-
ical role one's attitudes, personal beliefs, values and adaptability play when counseling a diverse population. The concepts introduced are variable when one is working in a multicultural context. The in-depth and experiential format reinforces the various techniques introduced during the seminar.

79 Coping Skills Treatment for Substance Abusers Using a Time-Limited Model
Instructor: Thomas J. Morgan
This course will focus on how to use brief, cognitive-behavioral coping skills in counseling clients with alcohol and drug use problems. These skills include: (1) coping with urges and cravings; (2) learning, through breathing exercises, how to manage stress; (3) becoming aware of early warning signs of relapse; (4) using drug refusal techniques to prevent or avoid use; (5) developing self-control strategies to avoid lapses; (6) identifying and coping with seemingly irrelevant deci-
sions; and (7) removing barriers that may interfere with the im-
plementation of other skills. This course will utilize various experiential techniques to assist clients in developing new coping strategies to deal with stress and use the skills they have learned in a variety of situations.

80 Harm Reduction in Clinical Practice: A New Paradigm for Treating Persons Who Use Substances
Instructor: Frederick Rogers
This course will introduce participants to a new paradigm from within which to work with persons who use substances. This par-
adigm is based on a pragmatic approach to substance use issues. The paradigm is designed to keep persons who use substances engaged in the process of healthy change regardless of the specific treatment or intervention techniques used. Specific choices, examples, and specific training in how to work within a harm reduction paradigm will be provided. This course is designed not only for substance abuse professionals, but also for persons who may see substance users as part of their general practice.

81 Time to Grow beyond the Frustration of Resistance: Time to Address It with Cognitive Behavioral Intelligency
Instructor: Michael J. Taitel
Based on the instructor's book, A Handbook to Assess and Treat Resistance in Chemical Dependency, this course explores in detail the individual's relationship to relapse, craving, and the self. It challenges them to deal with issues of leadership, accept-
ance, and accountability. Based on strategies that have been de-
scribed in the past, Resistance can get started from a number of different settings, which could include: the hospital, the outpatient, the chemical dependency center, the welfare agencies, and the field itself. Many concepts will be examined that help the participant more accu-
ately determine what is true resistance versus other forms of

82 How to Use the "Twelve and Twelve" in Your Treatment Program
Instructor: Patricia A. Reihl
This course will assist counseling professionals utilize the book Twelve Steps and Twelve Traditions as a tool in working with clients within the treatment setting. This approved literature is a source of invaluable, beneficial process in the recovery program and in understanding the program of Alcoholics Anonymous.

83 Working with the Alcohol-Related Family
Instructor: Jack M. Schick
In early recovery, clients need to address their alcohol/drug abuse from a family perspective even if they never got the whole family into treatment. We need to help clients trace the origins of their beliefs about self, other, family and God. This course offers a comprehensive, hands-on, interactive, in-depth look at the definition of the family and the family rituals and helps the client understand the role of the process of method and rules and roles and values on the client's beliefs about the meaning and power of alcohol/drugs in their lives. This course will provide the participants with a clear understanding of the connections between family of origin and current beliefs about self, others, family, and God.

84 Acute and Post-Traumatic Stress Disorders: The Person, Family, Tribe, and Culture
Instructor: Claudia A. Blackburn
This course provides an overview of the treatment of alcohol and other drugs to self-medicate the physiological and emotional ramifications of trau-
matic stress. At other times, alcohol, drugs and compulsive behavior may serve to keep the individual from the gains of trauma ma-
amization. More than ever, there is a growing body of knowledge supporting the co-moral relationship between traumatic stress and chemical dependency. Within this specific population, the health care professional must tailor treatment to meet the unique needs of the client and increase the probability of a successful outcome.

85 Stress and Addiction: A Lethal Partnership
Instructor: Robert Lynn
This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can lead to higher turnover among addiction professionals and is a highly susceptible group. Stress and addiction often co-occur and will be discussed in the context of addiction and stress and how addiction can exacerbate symptoms of burnout and stress. An in-depth look into the vulnerability model of trauma, self-medication theory and trau-
matic stress sequae are discussed to highlight the implica-
tions for the professional in the treatment of addictions. The issues that affect clients and their families in managing the impact of their trau-
matic stress sequences are covered in detail, including guidelines and clinical considerations are presented using experien-
tial, video demonstrations and case presentations.

86 EAPs: Programming for Workforce 2000
Instructor: William J. O'Donnell
This course provides an overview of professional, EAPs and various evolving models of services. Current developments will be examined including the role of EAPs. The course will explore the roles and rec-
ognize the benefits of EAPs in the workplace and how to develop and implement programs. The course will focus on the Multiple Benefits of EAPs, including: enhancing the work envi-
onment, reducing work stress, improving job satisfaction, reducing absenteeism, improving employee productivity, improving employee morale and reducing turnover rates.

87 Ethics and Boundary Issues for Counselors
Instructor: Ann Crowley and James E. Emmert
This course presents the current healthcare ethics for ethical decision making and involves providing participants with a process for reaching a decision. This course is highly interactive with minimal lecture time. Participants will take part in lively discussions concerning current ethical issues. The course will also look at the impact of not recognizing and addressing these issues, such as the impact of man-
egaged care on organizational ethics and confidentiality. Role confusion and boundary issues, such as dual relationships with clients, are also addressed. Guidelines for those in counseling or working with patients and former patients.

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The focus of this course will be to work in small groups on case studies that are representative of typical world situations that bring the policy and administrative staff experience in today’s treat- ment organization. Participants will be able to apply their own professional code of ethics and learn the importance of an organizational ethics committee and its role in assisting clinical staff to process ethical questions.

88 Healing the Wounded Child: ATOD C402 Prevention with Children of Substance C405
Instructor: Joel Whelen
This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: family, marital, sexual and child abuse; (3) identification and assessment tools; (4) effects of addiction on a family; (5) effects of parental substance abuse. Learning methods will include lecture, role play, gaming, audio-visual aids and discussion. Participants will acquire knowledge and skills needed to help heal children wounded by their parent’s substance abuse, thus preventing inter-generational cycles of abuse.

89 Improving Family Communication: How to C405 Rediscove Each Other C505
Instructor: James Wasser
The intrusion of television and computers on family interaction has often been an issue of concern and in family alienation. This course will provide a variety of techniques to fos- ter communication. It will improve listening skills, provide new means of communication to help improve understanding feelings and give positive and negative feedback. Participants will be provided with a "book" with which to work more effectively with your family.

90 School- and Community-Based Prevention C508
Instructor: Ian McCoy
This course will provide participants with a knowledge of the components and purposes of a variety of school and commun- ity-based prevention programs. Participants will have the opportunity to design and implement or implement a school-community-based prevention program that will have an impact on substance abuse and the development of future substance abusers.

91 Alcohol and Other Drugs on the C404 College Campus
Instructor: Bruce E. Donovan
This course will review all components necessary for a com- prehensive prevention program and provide the opportunity to change the theoretical policy issues to practical solutions for specific prob- lems that arise in academic settings toward drugs and their regulation, and consider topics in the framework of their own campuses and those real problems for which they seek solutions. Theoretical issues will include: the significance of alcohol and drug use on the campus, (2) the role of the campus in addressing drug issues, (3) the legal and ethical issues, and the impact of federal and state policies on the prevention of drug use.

70 Soul Work: Clinical Practice with C502 Chemically Dependent Adults C401 (both 600 and 1,215 sessions required)
Instructor: David S. Anderson
This course is for clinicians who work with chemically depen- dent adults in individual and group therapy.

71 Motivational Skill Building C504 (both 600 and 1,215 sessions required)
Instructor: Mike Ann Rainskull
This course is designed for counselors and therapists who have some knowledge in treating chemically dependent clients and have some awareness of motivational interviewing. The course will be structured to include a motivational interview and role playing.

72 Treating Sicker Patients in Less Time with C103 (both 600 and 1,455 sessions required)
Instructor: Mark A. Cullen
This course will discuss the impact of decreasing funding and reimbursement issues on chemical dependency treatment and the necessary changes and innovations that must be made to provide ade- quate and cost-effective care for the chemical dependency patient. The course will take a historical perspective on the evolution of the chemical dependency patient from a medical model to a more individualized and empathetic model of care. The course will explore the impact of these changes on the delivery of treatment and on the treatment process. The course will focus on the role of the counselor in treating the chemical dependency patient and the impact of these changes on the delivery of treatment and on the treatment process.
95 The Intervention Process
Instructor: Jeroen Nieuwenhuis
C202
The methods described are based on the Johnson Institute model of intervention. The course will deal with the obstructing dynamics that affect the client and others close to the client and will focus on how to penetrate the wall of denial in a dignified and pragmatic fashion. It will cover family interventions and interventions of the addictions in the context of the experiences of the participants and one-on-one intervention techniques will also be touched upon. The participants will practice and test their understanding and skills through simulated interventions throughout the course.

96 How to Understand Addiction Science
Instructor: C. Ersson
C204
The aim is to provide an overview of scientific research in basic terms, how to access journal information and how to critically review scientific (particularly clinical) literature. There will be a discussion of teaching methods that can be used to inform others. Examples of selected research findings will also be given.

97 Assessing and Treating the Dually Diagnosed
Instructor: Douglas Zellmer
C202
Depression, anxiety and personality disorders are common among clients and can impact engagement into treatment and the course of recovery. This course will review the evaluation of psychiatric symptoms, diagnostic criteria and treatment. Through case examples, the Motivational-Dual Diagnosis Treatment Model will be presented and its application to treatment. Dual diagnosis training involving the dually diagnosed will be reviewed.

98 The Addictive Process and the Family
Instructor: Craig Nakken
C485
This course will start by exploring the elements and principles that make up a healthy functioning family. Then the course will lay out the forms of addictive processes and explore how the family's well-being is affected by addiction. Special attention will be given to: (1) how primary partnership is affected by the addictive process and its impact on family processes may affect children differently according to their developmental stage. To really understand the role of addictive processes and the addictive process must be considered. The course will be based on the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.

99 Counseling Addicted Alcoholics, Substance C202
Instructor: Edward McDonnell
C203
This experiential and practical course is suitable for counselors and program administrators from any prevention, referral, employee assistance or treatment program. This course will provide clinical and service delivery within the overall framework of a holistic model of recovery. With information provided, students will be able to design and implement programs that address alcohol and other drug abuse by following appropriate procedures to protect client rights. The course is open to students interested in addiction and the addictive process. This course will be based on the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.

100 Getting Unstuck: Using Creative Group Techniques with Problematic Patients in (end out of) a Managed-Care Environment
Instructor: Barbara Lynn Eisenstein
C205
This interactive workshop will demonstrate a series of "women specific," culturally sensitive, skill building and experiential group activities compiled from a wide variety of creative group therapy modalities that can be utilized in and out of (and meet the "requirements") of Managed Care Systems. Participants will learn to use the hands-on techniques that are highly effective both in malignant cultures, but also in fearful or resistant female clients and in helping group members confront and work through difficult issues in a supportive and non-threatening manner.

101 The Application of Motivational Interviewing, Cognitive-Behavioral and Social-Learning Techniques across the Continuum of Care
Instructor: Jack M. Schibit
C202
This course will focus on three features of early recovery: (1) it will focus on the clients understanding of the significance of therapy, disordered beliefs and demanding expectations in supporting their recovery process and the development of a positive client-therapist relation; (2) the behavioral reinforcement processes that parallel the use of chemicals; and (3) the intra- and interpersonal aspects of clients need to overcome through skill training and life management processes. This course will provide state of the art clinical practices that can be used with clients in individual or group settings to create effective and efficient programs. Participants will learn the skills of developing a therapeutic relationship, cognitive-behavioral and social-learning theory and techniques by successfully tested in treatment facilities and the federally sponsored MATCH Project.

102 Legal Aspects of Alcohol Counseling and Program Administration
Instructor: William J. Kane
C507
This course will cover all aspects of counseling and program administration for alcohol counselors and professionals. Topics will include legal and ethical issues such as confidentiality, client rights, malpractice, and the process of starting a new counseling practice. Students will also evaluate case law and legal issues from a clinical perspective.

103 Working with Lattes C404
Instructor: Ronald L. Figueroa
C406
This course will focus on issues of recovery and co-dependency treatment. It will cover the roles of the counselor in LCSW and the specifics of co-dependency and co-recovery counseling.

104 A Look at the Change Process in the Lives of Substances Abusers
Instructor: F. Mel Maddan
C401
This course begins with the question: How do people change? It will use the work of famous therapists to model four models that explain the process whereby individuals change from a lifestyle of dependency and health. The models will be Prochaska, Norcross, and Deci/Dickson's trantheoretical model, Ruggero's continuum of transtionality model placed in MacArthur's theoretical model, and Guldstein's Bernstein's conceptualization of transformation, and the Eastern perspective of change as presented by Shama. By the end of the course, the participants will be able to articulate their own theory of change, based on their own experience and the aspects that work best for them.

105 Impact of Alcohol and Drug Abuse P305
Instructor: Frank Moli
This course is intended to provide in-depth information on the impact of substance abuse problems on families, schools, community, businesses, and other systems. It will provide information, based on the most recent research literature on dysfunctional families, on the relationship between substance abuse and social problems, including the administrative and legal aspects that relate to the impact of alcohol and other drug abuse. The course will cover such topics as the characteristics of social problems, the legal context, and the role of social workers in the prevention and treatment of alcohol and other drug abuse.

106 The Psychology of Offense, Emotions and Coercion C492
Instructor: Charles L. Whifflet and Barbara Harris Whifflet
This course will explore the impact of substance abuse on the family system and how addiction and recovery affect families. The course will cover the roles of the counselor in LCSW and the specifics of co-dependency and co-recovery counseling.

107 The Struggle of Recovery: Women's Issues in Relapse, Resistance and Co-Dependency Treatment
Instructor: Claudia A. Blackburn
C302
This course will focus on issues of recovery and co-dependency treatment. It will cover the roles of the counselor in LCSW and the specifics of co-dependency and co-recovery counseling.

108 Beyond Sex and into Intimacy: Helping P405
Instructor: David G. Hall
This course will cover the dynamics and content of committed relationships. Those who were raised in a household with addiction may never have experienced a collaborative style of interaction. By learning to initiate and maintain successful intimate relationships, the course teaches the strategies for making this happen. Treatment techniques that diagnose relationship dynamics and techniques that build relationship content will be demonstrated.

109 Spirituality: The Golden Key to Recovery C501
Instructor: Thomas E. Legere
This course will cover the spiritual dynamics and content of committed relationships. Those who were raised in a household with addiction may never have experienced a collaborative style of interaction. By learning to initiate and maintain successful intimate relationships, the course teaches the strategies for making this happen. Treatment techniques that diagnose relationship dynamics and techniques that build relationship content will be demonstrated.
110 What Counselors Need to Know to Survive in the Field
Instructors: Ann Crowley and James F. Emmett
The saturation of managed care addiction treatment has forced clinical staff to become more involved in the business aspects of providing clinical services for patients. Counselors must resist the temptation to simply learn the managed care systems and be flexible in providing treatment services, while maintaining the integrity of the patient’s treatment.
This course examines how the counselor’s role has changed, and will continue to change and discuss other important issues that need to be addressed by counselors and institutions so that they can continue to provide quality treatment services.

111 Peer Leadership Training
Instructor: James Wasser
This course is designed to provide participants with an awareness of the peers leading peers concept and its impact on alcohol and drug intervention. It will be presented in a Peer Leadership training model that includes effective communication, organizing, group facilitation strategies, confrontation and problem solving. This course will equip participants with basic knowledge and skills needed to implement a peer leadership program.

112 Dually Diagnosed Patients: Psychosocial Treatment
Instructor: Anthony Camnady
This course will discuss treatment issues that arise when working with clients who are planning to develop drug-free living and how they overlap in treating the dually diagnosed client. Assessment tools and treatment planning strategies will be examined.

113 The Additive Process
Instructor: Craig Nelson
This will start from the basic premise that although all addictions are different they have one thing in common, that being the addictive process. It will explore the development of the disease and the strategies that can be used to interrupt the addictive process.

114 Recruit巷 Changing Your Organization: Why, What and How
Instructor: David D. Anderson
Organization change can be an extremely challenging process. While some within the organization can envision a different future, many are slow to see the benefit that change will bring. Participants in this course will define or clarify a clearly defined vision and acquire tools that can be used in systems change. Participants will be encouraged to use the problem-oriented approach, plan, change strategies, force field analysis and many other tools to help them change. Possible strategies that may be used will be highlighted throughout the course: school, college, community, business and state and federal government.

115 Cultural Complicity and Addiction
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. Addicts from these populations are being channeled to treatment to provide treatment while being confronted by social changes that are part of the core of the treatment/recuperation process. This course will focus on the importance of cultural differences in addiction and treatment. The course will also focus on the importance of providing services that are sensitive to the uniqueness of the individual.

116 Realities of Addiction Simplified
Instructor: Carlton K. Ericksen
This course will review the latest research on the neurobiology of addictions, including work on the brain’s pleasure pathways, the differences between chemical and psychological dependence, the role of dopamine, the role of time, and research methodologies that promise even more exciting breakthroughs in understanding addictions in the future.

117 Intervention Skills for the Helping Professional
Instructor: John T. O’Neill
This is a didactic course aimed at teaching a variety of intervention methods to otherwise trained counselors, therapists and other helping professionals. Participants will learn the theories behind the intervention process, understand how the symptoms of chemical dependency and co-dependency operate, and how to plan and teach methods for organizing and facilitating interventions. Techniques for handling objections, ethical issues, and other reactive responses will be reviewed. Role plays, group discussions, and practice sessions will be used to provide hands-on experience and assure skill transfer.

118 Assessment, Referral and Treatment of Alcohol (CR) and Substance Abuse (CR)
Instructor: Gerald O. Shultman
This most rapidly growing segment of the population (currently estimated to be over 3.0 million alcoholics and substance abusers) presents unique needs in the areas of identification, assessment, diagnosis, intervention, and treatment.

119 What Are the Common Motivators for Treatment
Instructor: James J. Kiernan
Counselors often face the challenge of understanding clients and their motivations to seek treatment. The course will explore the core factors that drive individuals to seek help, whether it be for substance use or depressive disorders, and how to tailor treatment interventions, such as DSM-IV for diagnosis in this population, methods for interfacing with seniors, and how to make traditional mainstream chemical dependency treatment (as appropriate) available to individuals who may be underserved.

120 Counseling the Professional Client
Instructor: William J. Kane
This is a seven-session course aimed at teaching various intervention methods to otherwise trained counselors, therapists, and other helping professionals. Participants will learn the theories behind the intervention process, understand how the symptoms of chemical dependency and co-dependency operate, and how to plan and teach methods for organizing and facilitating interventions. Techniques for handling objections, ethical issues, and other reactive responses will be reviewed. Role plays, group discussions, and practice sessions will be used to provide hands-on experience and assure skill transfer.

121 Adulthood and Substance Abuse
Instructor: Kenneth L. Kirkland
In the United States by the year 2000 an estimated 30% or more of the population will be of non-European descent. Addicts from these populations are being channeled to treatment to provide treatment while being confronted by social changes that are part of the core of the treatment/recuperation process. This course will focus on the importance of cultural differences in addiction and treatment. The course will also focus on the importance of providing services that are sensitive to the uniqueness of the individual.

122 Treatment Techniques for Adolescents
Instructor: Diane Rue
This is an experiential course that will teach through practice effective techniques that can be used in treatment with groups of adolescents. The course will take an active role in developing new and innovative techniques. Prior group experience is not required.

123 Utilizing Step Principles Effectively in Short-Term Therapy
Instructor: James F. Emmert
This course is for counselors and practitioners who have worked in conventional “addictions treatment” settings that have utilized conventional methods for treatment, for those who have not yet discovered the therapeutic value of understanding the principles contained in those steps (such as, surrendering control, being ready to change), and for others in the treatment process.

Today’s health care climate is demanding that we find ways to provide effective treatment for those with fewer actual contact hours with our patients, while producing...
measurable results. 12-step programs are frequently perceived as "support groups," a "little bit of growth" or a "way of life." While the programs can, and often do, provide all of these functions, recent research has suggested that the underlying principles of these programs can be applied as vehicles for positive and measurable change, starting very early in the treatment process.

Research demonstrates that the consistent absence of relapse is key to the continued participation and involvement with a 12-step program. An early introduction of the principles underlying the steps can assist in the bonding process between the patient and a 12-step program and thus contribute to a more positive treatment outcome.

127 Nutrition and Addiction: A Prevention, Recent, and Intervention Model for Designing Only Recovery Programs

Instructor: Connie Green

This course focuses on the linkage of addiction: behavior disorders, the brain and nutrition. Several studies support that nutrition influences the brain and affects drug addiction and relapse. We will explore how nutrition is positioned in the brain and other metabolic pathways in restoring brain health. The phenomenon of nutritional deficiency and collapse in the addict will be investigated. We will explore how insulin resistance is controlled in the brain and how glucose plays a critical role in behavior disorders. The model offers an explanation for illnesses and syndromes (e.g., insulin resistance, the Blood-Sugar Collapse and the Yeast Fungus Syndrome). Nutritionally, self-help texts will alter the course experience with a focus on the body. Participants will be challenged to develop a nutritional model for use in their individualized treatment program. The format of the course instruction will be didactic, experiential and interactive.

128 Mindfulness: a Recovery Tool for Addicted and Co-Dependent Clients and Their Caregivers

Instructor: Batte Ann Weil

Mindfulness is considered the heart of Buddhist meditation, but its essence is universal and of practical benefit to all. "Take it a day at a time," "live in the moment," the parrot is a caged check, the future a promissory note, etc., are common quips heard at 12-step meetings. But can we truly learn how to truly live in today? Are we, as caregivers, able to get in touch with who we are, what we think, and how we feel?

Recent research indicates that mindfulness training, addictions tend to respond to situations in habitual ways, without experiencing each situation as unique. Clients and counselors alike are only partially accountable for what they are doing, the effects of their actions, and, most importantly, what they are thinking and feeling, despite their efforts in early recovery, especially those with either a long history of numbing feelings and hiding thinking with chemicals or a history of parental discounting of feeling and expression. Mindfulness training can increase the ability of those in treatment to recognize their feelings and thoughts and to cope with these when they arise. Research findings in the addiction, neurological, and mental health fields. Prevention, assessment, treatment and referral issues will be discussed.

132 Dealing with Personal Feelings and Addictions

Instructor: F. Mel Madden

Somewhere along the human journey extending from the higher animals to Homo sapiens, we acquired a vast range of personal fixations and compulsions. This course will study and explore the more common ways that these have influenced our inter-human relations. Using the Enneagram of personality, participants will study the origins of fixations and discover how they have influenced the ways in which we interact with each other. Participants will also present specific suggestions for dealing with different fixations and compulsions.

133 Using Dreams for Relapse Prevention

Instructor: Thomas E. Liebhen

Dreams have been called the "royal road to the soul." They have a way of cutting through our defenses and presenting themselves for our consideration. An examination of the emotional, physical and spiritual aspects of dreams can be enhanced by keeping a dream journal. This class is designed to be spiritually beneficial, fun and very practical in working with relapse prevention.

134 Spirituality: Expanding Our Relationships with Self, Others and God

Instructor: Charles L. Whitfield and Barbara hans Whitfield

This course is for those who have taken a basic course on spirituality. This course will explore the recovery in spirituality and expand our skills beyond the treatment program. We will explore the different spiritual experiences of the spiritual in our recovery and life. With the 12 Steps as a major foundation, we will use the messages of A (Alcoholics Anonymous) and other books to deepen our relationships with self, others and God.

This learning experience will assist the participants to: (1) review and strengthen their own spirituality and (2) learn new skills and approaches to enhance their patients' or clients' use of spiritual principles of recovery.

We will discuss in depth terms such as powerless, ego, surrender, God's will, prayer and forgiveness, and will use selected readings and group discussions to explore these elements of our spirituality. In this course, we will develop a new clinical approach to exploring the recovery in spirituality and assist to our clients in their recovery, we will strengthen our skills in the areas of relapse prevention.

135 Understanding the Research Base of Alcohol and Drug Prevention Programs

Instructor: Dennis M. Gorman

As the field of alcohol and drug prevention continues to develop and mature, it is increasingly important that educators and practitioners demand evidence that prevention activities are effective. It has become increasingly important that the research evidence pertaining to the programs and activities that they implement and develop.

This course will examine in detail the research base of current alcohol and drug prevention activities. Both basic research, pertaining to etiology and risk protective factors, and applied research, pertaining to efficacy of prevention activities, will be reviewed and discussed. Research evidence concerning the effects of alcohol and other drug use, and the consequences of alcohol and abuse of alcohol (e.g., restrictions on advertising and limits on outlet density) and alcohol and other drug use among prevention participants will be critically examined. In addition to those supply-side strategies, research evidence pertaining to demand side activities such as school, family and community based programs, media advocacy and community capacity building will also be examined.

This course will be composed of lectures and group discussions of published research evaluations.

136 How to Prepare a Written Case Presentation for Initial Certification

Instructor: Edward McDermott

The purpose of this course is to present an overview of the record-keeping procedures for the methods development of a written case presentation required for initial CADC certification. Upon completion of the course, the participant will: (1) have a better understanding of the procedures for record keeping; (2) recognize and understand the role of a record in clinical functioning, treatment planning, course of treatment, social history and discharge summary; (3) receive a written case presentation to submit for initial CADC certification.
### GENERAL APPLICATION FOR SUMMER SCHOOL OF ALCOHOL AND DRUG STUDIES

**June 13-18, 1999**

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☐ Enroll me in the $100 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of N.J. |

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# GENERAL APPLICATION FOR INSTITUTE OF ALCOHOL AND DRUG STUDIES

**July 11-16, 1989**

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</tr>
<tr>
<td>Female</td>
<td>Home Phone</td>
<td>Business Phone</td>
</tr>
<tr>
<td>Social Security No:</td>
<td></td>
<td>Rutgers University requires this information to fulfill reporting requirements for Lifeline Learning credit established by the IRS per the Taxpayer Relief Act of 1997.</td>
</tr>
<tr>
<td>Certification (Alcohol/Substance Abuse Counselor): Yes</td>
<td>No</td>
<td>If yes, which state:</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 roster)</td>
<td>Your Position</td>
<td>Work Hours</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>
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</table>

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

**Year(s) of Attendance**

| Course in which you wish to register (considerations of 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): |
| 8:00 A.M. - 10:00 A.M. (69-92) | 10:15 A.M. - 12:15 P.M. (69, 70, 71, 72, 92-114) | 1:45 P.M. - 3:45 P.M. (93, 94, 95-140) |
| 1. # Title | 1. # Title | 1. # Title |
| 2. # Title | 2. # Title | 2. # Title |
| 3. # Title | 3. # Title | 3. # Title |

☐ Enclosed is my check for the $100 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of N.J.

Signature __________________________ Date ________

☐ Please charge my MasterCard/Visa account for the $100 non-refundable deposit:

A/C No. __________________________ Expiration Date ____________

Signature __________________________ Date ________

For Office Use Only

Instructor __________________________ Instructor __________________________ Instructor __________________________

Course Number __________________________ Course Number __________________________ Course Number __________________________

Grades __________________________ Grades __________________________ Grades __________________________
<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Ritual, Myth and Recovery</td>
<td>Albert McNamara, C.A.D.C.</td>
<td>January 14, 1999</td>
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<tr>
<td>Neuropsychology of Substance Use Disorders</td>
<td>Marsha E. Sikes, Ph.D.</td>
<td>January 21, 1999</td>
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<tr>
<td>How to Help Your Clients Deal with Tobacco</td>
<td>Bernice O’Donnell, M.S.W., and</td>
<td>January 28, 1999</td>
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<tr>
<td></td>
<td>Jacqui Schreiber, M.S.W.</td>
<td></td>
</tr>
<tr>
<td>Culture vs. Treatment Resistance</td>
<td>Kenneth Kirkland, C.A.C., C.S.W.,</td>
<td>February 4, 1999</td>
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<tr>
<td>(Knowing the Difference)</td>
<td>and Victor M. Rivera, M.S.W., L.C.S.W.</td>
<td></td>
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<tr>
<td>Ten Treatment Goals to Prevent Relapse:</td>
<td>Jack M. Szifriti, M.A., M.S.,</td>
<td>February 11, 1999</td>
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<tr>
<td>A Relapse Prevention Approach Based on Stages of Change Theory</td>
<td>C.A.D.C., C.C.C.G.</td>
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<td>Process Addictions: What's the Connection?</td>
<td>Kevin H. O'Neill, M.S.W., M.A.</td>
<td>February 18, 1999</td>
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<tr>
<td>Addiction and Incest — Responsible, Simultaneous and Integrated Treatment</td>
<td>Chally Starman, L.C.S.W., C.A.D.C.</td>
<td>February 25, 1999</td>
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<tr>
<td>Not Just Business as Usual</td>
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<td>Biological Foundation of Chemical Dependency Disorders:</td>
<td>Mark C. Wallen, M.D.</td>
<td>March 11, 1999</td>
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<td>Use of Medication as an Adjunct to Treatment</td>
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<tr>
<td>Cults and the Addictions...Implications for Recovery</td>
<td>Raymond Greitzen, Ph.D., C.A.D.C.</td>
<td>March 18, 1999</td>
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<tr>
<td>Strategic Time-Limited Treatment with Chemically Dependent Clients</td>
<td>Chally Starman, L.C.S.W., C.A.D.C.</td>
<td>April 8, 1999</td>
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<td>Growing Up with an Addict or Alcoholic:</td>
<td>Madeline Curren, M.S.W.</td>
<td>April 15, 1999</td>
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<td>Impact of Addiction on Children and Adolescents</td>
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<tr>
<td>Substance Abuse Literacy: Pharmacology of the Biopsychosocial Disease Model</td>
<td>Ted Flynn, Ph.D.</td>
<td>April 22, 1999</td>
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<td>Putting the Client Back in Substance Abuse Treatment:</td>
<td>Frederick Rotgergs, Psy.D.</td>
<td>April 29, 1999</td>
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<td>Harm Reduction Approaches</td>
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</table>

Each of the six-hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for 5 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professionals Certification Board of New Jersey, Inc. (APCENJ). The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 627 Allison Road, Piscataway, New Jersey 08854-8001, (Telephone 732-445-4317; Fax 732-445-3500).