Rutgers
Summer School of Alcohol and Drug Studies
June 11 -16
2000
Institute of Alcohol and Drug Studies
July 9 - 14

Education and Training Division • Center of Alcohol Studies
Summer Schools of Alcohol and Drug Studies • 2000

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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 1855 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1924. The university currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandiella, Ph.D., is known nationally and internationally as a leader in alcohol research, education and training, and publication and documentation of the alcohol literature. The Center was the first interdisciplinary research center devoted to alcohol use and alcohol-related problems and treatment, evolving in the late 1950s and 1960s. At the Yale University Laboratory of Applied Physiology and Biodynamics, directed by the eminent 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 biochemist, 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 Center of Alcohol Studies, which celebrates its fifty-eighth 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 State's Conference on Alcoholism, the Moreland Commission, the Cooperative Commission on the Study of Alcoholism and the National Council on Alcoholism Blue Ribbon Panels, and helped to develop the federal legislation that created the National Alcohol Research Centers.

In 1960, 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. Smithers Hall provides offices, conference space, and laboratories for biological and psychological research. Brinkley and Adele Smithers Hall, an addition to the Center which opened in 1992, has expanded office space, laboratory space for the neurosciences, and a new library facility.

The Center continues its strong research tradition with research programs and pre- and postdoctoral training in biochemistry, clinical and experimental psychology, neuropsychopharmacology, sociocultural, public health, and prevention. It has received two National Alcohol Research Center Awards from the U.S. National Institute on Alcohol Abuse and Alcoholism. In 1978, a prospective, longitudinal study of the etiology of alcoholism was instituted, measuring social, cultural, psychosomatic, cognitive, and genetic factors at intervals throughout adolescence and young adulthood. In 1990, a five-year investigation of methods of treating alcoholism received a NARC award.
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, B.S.D., D.P.M., and M. Jellinek, B.S.D., M.D., in their book wrote that the school was undertaken "as an experiment in social education," to make the findings of scientific research available to the actual problems of alcohol in the community. The first school had as its main courses of study psychological, sociological, and biological aspects, alcohol and traffic, personality and constitution, statistics, social and political measures, legislative control, prevention of alcoholism and treatment of alcoholism. The first school had 80 students, the second school in 1960 had 100 students. The Summer School of Alcohol and Drug Studies will be the fifty-eighth annual session. The director of the school is Gail Gleeson Migram, Ed.D.

Over the years, students from all over the United States have attended the school each summer. It is the only course of study that is sanctioned by the National Council on Alcoholism and Drug Dependence. The Rev. Dr. David B. earners, Ernest Shephard and Wayne Womar, with the help of the National Council on Alcoholism, the North Conway Institute in 1951. Summer School faculty have established itself as the Education Section of Alcohol and Drug Problems Association. More recent groups to originate at the Summer School are the National Black Alcoholic Council, Inc., and the National Association of Latino and Gay Alcoholism Professionals, Inc. Today, the alumni are found in large numbers in the fields of government and voluntary agencies concerned with alcohol problems.

The student body continues to be characterized by a broad geographic distribution and a wide range of backgrounds, experiences, ages, and interests. The school is non-contact and the only contact is the intellectual interaction among the members of each year's student body a unique and valuable experience.

Emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features a strong program of general lectures and seminars on alcoholism and drug use. Additional resources in the course work, in addition, students have access to the outstanding resources of the Center of Alcohol Studies Library.

Admission

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

* Rutgers is a beautiful, educational experience for those seeking knowledge and for those whose knowledge needs to be revived.*

Costs

Tuition will be $545.00. For students staying on campus, three housing options are available: (1) an air-conditioned double occupancy room with private bath, (2) an air-conditioned four-person apartment, and (3) a non-air-conditioned single occupancy room with shared bath. Each housing option includes a meal plan which begins with Sunday dinner and ends with Friday lunch.

University housing facilities are all non-smoking, including the individual rooms/apartments.

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Tuition</th>
<th>Room/Meal Plan</th>
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<tbody>
<tr>
<td>Option 1</td>
<td>$545.00</td>
<td>Room/Meal Plan (single occupancy) $300.00</td>
</tr>
<tr>
<td>Option 2</td>
<td>$545.00</td>
<td>Room/Meal Plan (single occupancy) $300.00</td>
</tr>
</tbody>
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A non-refundable deposit of $100 must accompany the application for registration. The deposit is non-refundable if the student fails to accept acceptance in the school. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank and made payable to the State University of New Jersey. Njastra Card and Visa will be accepted. Any deposit payments that use wire transfer will be charged an additional $50.00 service fee.

Tuition, fees, and estimated costs are subject to change. These are estimates and are not guarantees. These costs may change. Summer School reserves the right to change the tuition and fee. No一位点。
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: (1) 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; (2) persons who have received an Alumni Scholarship in a past year cannot apply.

To apply for one of these full scholarships, a letter of application should describe how the patron meets the following requirements. Candidates must:
- Be a U.S. citizen, alcohol or drug abuse counselor or be in the process of attaining certification. Documentation of hours toward certification/re-certification dates should be included in the scholarship application packet.
- Work full- or part-time, presently or in the recent past, in the alcohol field with family and children of an alcoholic; parents who are misusing alcohol and/or other drugs, gay/lesbian patients; and/or the handicapped.
- Be 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 will be required to sign a form verifying their annual salary is less than $30,000 per year.

J. SEWARD JOHNSON, SR. SCHOLARSHIPS

The J. Seward Johnson, Sr. Scholarships, supported by the J. Seward Johnson, Sr. 1983 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 scholarship should describe the applicant's work with young people and indicate how attendance at the Summer School will impact on their work. Note: Persons who have received the J. Seward Johnson, Sr. Scholarship in a past year cannot apply.

Certification

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers University has granted 4.2 Continuing Education Units (CEUs) for this program. The 4.2 CEUs (equivalent to 42 hours) can be applied toward alcoholism and substance abuse certificate 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/certification.

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 hours.

"At the Rutgers program, I met a lot of wonderful people that helped to add to my experience in the classroom."
Summer School of Alcohol and Drug Studies

1. Simply Being: The Appropriate Use of Self as the Therapeutic Relationship with the Chemically Dependent Adult

   Instructor: Patricia A. Burke

   (Both 8:00 a.m. and 10:15 a.m. sessions required)

   C204
   C205

2. Ritual, Myth, and Recovery

   Instructor: Albert McCanna

   Modern culture suffers from an absence of clearly defined life rhythms and their supporting rituals. One of the results of the deficit is the substitution of ritualized drug and alcohol use to provide a monthly opportunity to imbibe, 'turn on' and be sustained to diversity. This course focuses on the cultural components of diversity and the skills necessary to maintain meaningful rituals when working with American and American-Indian clients. The major goals of this course are to raise awareness of misinterpretations about cultural background and to recognize the impact of these belief systems on treatment and other service delivery areas.

   C401
   C504

3. Introduction to Drugs Other Than Alcohol

   Instructor: John E. Davis

   An interdisciplinary oriented course for alcoholism counselors in the pharmacology of drugs and the detoxification of drug-using patients. More patients using other drugs are presenting themselves to alcoholism treatment programs. Counselors trained in treating alcoholics often feel poorly prepared to handle other drug problems with confidence. There are fewer reference manuals and less research in the areas of adolescent drug use than any other substance. This course will cover current information describing the activities of alcohol in the human body and the effects of drugs on the body. It is the responsibility of the counselor to augment counseling skills of the alcoholism clinician and is appropriate for counselors, social workers, nurses, and program administrators who wish to expand their understanding of the drug-dependent patient.

   C201

4. Chemical Dependency Disorders

   Instructor: Mark C. Walten

   Multiple substance use is very common today, especially among alcoholics. The potential for coexisting alcoholics in particular is to become full human beings and find inner peace and human beings in people who feel starved about their lives. This experiential course will allow participants to observe others through exposure to medication, interaction, and small group and large group treatment. It will allow them to adapt counseling skills of the alcoholism clinician and is appropriate for counselors, social workers, nurses, and program administrators who wish to expand their understanding of the drug-dependent patient.

   C103

5. Working With African-Americans

   Instructor: Gregory A. Birchett

   It has become increasingly more apparent that counselors and other professionals have been sensitized to diversity and the need for focused courses on the cultural components of diversity and the skills necessary to maintain meaningful rituals when working with American and American-Indian clients. The major goals of this course are to raise awareness of misinterpretations about cultural background and to recognize the impact of these belief systems on treatment and other service delivery areas.

   C401
   C504

6. Adolescence and Identity

   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, emotional, mental, and spiritual challenges of adolescence. Today, however, for large numbers of teens, drug and alcohol abuse has become a means of protecting and distancing themselves from developmental tasks that seem too difficult to accomplish in a society that has grown increasingly violent, sexualized and materialistic. But, as we know, alcohol and drug use are implicated in too many suicides, homicides, pregnancies, sexually transmitted diseases and eating disorders. This course will focus on four major tasks of adolescence: the achievement of emotional maturity; the establishment of group and individual relationships; the ability to integrate body image and personality; and the formation of value systems and a sense of morality. Particular attention will be paid to early indicators that an adolescent is alienated from these developmental tasks and at high risk for addiction. The course will be of interest to alcohol and drug counselors, as well as institutional and clinical/interventional interventions will be suggested.

   C402
   C504

7. The Foundation of Treatment Planning

   Instructor: Jack M. Schibik

   A comprehensive understanding of chemical dependency for the purpose of determining client treatment needs and treatment level will be examined. We will begin with a brief review of the DSM-IV criteria for chemical dependencies. The magnitude and complexity of chemical dependency will provide a framework within which the biological, physiological, psychological and behavioral components of addiction can be more comprehensively understood. Substance use disorders are characterized by tolerance, dependence, and withdrawal. These approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavioral, assertiveness training, relaxation, and stress management techniques, psychodrama, social treatments (marital, family, halfway house programs), and role modeling (12-step programs, spiritual counseling).

   C303

8. Principle-Centered Theory

   Instructor: Craig Nolken

   This course will teach the core elements and components central to what the instructor calls Principle-Centered Theory. PCT is a therapy that works well with recovering addicts who come from a 12-step treatment background because of its focus on principles and a return to a values-based lifestyle. It is also a therapy that works well for many types of individuals and couples. PCT looks at the individual and not at the disease and that is embedded within all communication. It operates on the belief that achieving intimacy with another person is a part of doing with another person, a couple's, or a group's ability to connect with, operate from, and become skillful in the use of principles of betterment. In fact, PCT sees intimacy as a by-product created by the effective use of principles of betterment.

   C202

9. Brief Therapy Using Psychoanalytic Approaches with Substance Users: Strategies for Practitioners

   Instructor: Eileen R. Isacsson

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

   C204

10. Back to the Future: Alternatives to Psychotropic Medication with Drug-Addicted Clients

   Instructor: Nikolai Irish Moyer

   The trend toward medicating people with psychological problems has raised ethical questions for counselors and has minimized the role of alternative treatment strategies. Students in this course will examine some of these ethical dilemmas and some of the alternatives as well as those that are innovative non-medication types, examining how these treatment approaches can be used alone or when medication is also indicated.

   C402
   C403
11 Motivational Counseling and Addiction

Instructor: Bette Ann Weisstein

This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addictions treatment. The focus will be on how to diagnose and motivate chemically dependent clients. A clear theoretical and functional distinction will be made between data and judgment. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it.

12 Bridging the Gap between Mental Health Services and Substance Abuse Services

Instructor: David J. Powell

This course will present strategies for success in the new millennium in working with mental health and substance abuse clients. Where have we been and where are we now as a behavioral health field? What is the changing face of treatment and how are we coping with managed care systems? The course will also review what is ahead for the field and how to properly manage the current changes. Specific topics that will be discussed are: What is the common ground between mental health and substance abuse programs? What will be the new millennium's impact on the profession? What are the strategies necessary to survive/thrive in the future? These and other issues critical to bridging the gap between mental health and substance abuse services will be discussed.

13 Exploring Addiction Treatment Models and Personality Disorders

Instructor: Diana Rulo

An in-depth look at personality disorders will be presented. Developmental issues of the addict will be explored. Treatment issues related to substance use with addicted individuals will also have a personality disorder will be discussed. Obstacles encountered when working with the court-ordered population will be outlined.

This course will demonstrate how recovery from drug and alcohol dependence is impeded by characteropathology. Behavioral, interpersonal and separation supervision will be followed. Exploring relapse as a manifestation of acting out will be discussed. This course is didactic and experiential.

14 Families in Relapse, Families in Crisis: Relapse Prevention for the Entire Family

Instructor: Claudius A. Blackburn

Today, families continue to receive minimal support and guidance while the addicted or alcoholic is receiving treatment. Likewise, the new relapsed individual or family has to continue to focus on the addict, rather than the entire family. This training adapts the various relapse prevention approaches and incorporates the main strategies into a family therapy model. Integrating relapse prevention and family treatment makes success for the whole family possible.

This course will explore the family dynamics of relapse. This training program is intended to give professionals an opportunity to experience case studies, role-play, and discussion on specific issues within the family and marital context. This is an experiential class in which participants will learn specific family relapse intervention skills and treatment techniques through role plays, sculpting and group exercises.

15 Anger All The Time: The Addiction/Anger Connection

Instructor: Ronald T. Potter-Efron

Alcoholics, addicts and affected family members from chemically dependent families all score highly on standardized measures of anger and appear to “recharge their battery” on alcohol. Anger, intoxication, addiction, anger and aggression? Why do some recovering persons spontaneously give up their anger when they quit drinking, while others stay angry, and still others seem to gain anger? We will discuss these connections in this course. In addition, ten anger styles will be described along with appropriate therapeutic interventions.

16 Chemical Dependency and Compulsive Behaviors

Instructor: Richard W. Estery and William T. Issacs

Current research indicates that there are two types of chemical dependency: patients with co-occurring obsessive-compulsive and addictive disorders and the anxiety. These two primary types of chemical dependents have distinct social histories, personality characterizations and chemical use patterns. The instructors have extensively studied the relationship between types of chemical dependency and compulsive behaviors, namely sex and relationships, gambling, eating disorders, obsessive behaviors, exercising, work, and shopping and spending. Too often these behaviors go unattended and may complicate relapse trajectories. Recent investigation by the instructors revealed that 70% of chemically dependent patients suffered at least one, and in many instances multiple, compulsive behaviors. These behaviors are related to the type of chemical dependent and have important treatment implications.

This course will examine the relationship between chemical dependency and compulsive behaviors, including screening and diagnostic tools, the relationship to co-dependency and dual diagnosis, clinical implications of treatment strategies. Presentations will focus on case histories and group discussion.

17 Assessment and Treatment Planning for Alcohol, Drug Abuse and Process Addictions

Instructor: Phyllis Ralli and Victoria Lipinski

This course will review screening, assessment, evaluation, and treatment planning methodology and instruments. It will include a biopsychosocial assessment format that includes DSM-IV diagnostic criteria and other specific criteria. The course will also include an overview of the recovery process, including the role of laboratory screens; and mental status. Individualized Treatment Planning formats based on comprehensive formulation of assessment data will include current diagnosis, problems, goals, ASAM criteria for discharge or referral as well as measurable and specific and time-limited objectives and interventions by modality. These formats will comply with JCAHO criteria.

Case histories will include examples of individuals with alcohol, drug abuse and other process addictions including nicotine, eating or gambling disorders. Methods of instruction will include didactic and experiential formats, case material analysis, readings and audio-visual materials.

18 Addressing Tobacco in the Treatment of Other Addictions

Instructors: John Slade and Diane Lindberg

and A Compulsive Gambling Component for an Alcohol/Drug Treatment Program

Instructor: Arline Wavaler and Shirley Weizer

(in this 12-hour course, tobacco and台账 will be covered for six hours each.)

The problems with and opportunities for addressing nicotine dependence among patients in treatment for other chemical dependencies will be reviewed. Participants will learn about clinician roles in assessing and treating nicotine dependence in a variety of treatment settings. Treatments aimed at motivating smokers to re-evaluate their nicotine addiction will also be covered. The course will present treatment goals and practice guidelines based on the pharmacologic, social and cultural factors that have made this problem difficult to address, as well as recommended referral and treatment resources. Students are encouraged to bring their own questions and experience gained in working directly on these clinical problems. This section will be presented from the perspectives of traditional chemical dependency treatment, public health, and addiction medicine in a lecture and discussion format.

In the gambling section of the course, the similarities and differences between alcoholism/drug dependency and compulsive gambling will be explored. Understanding the therapeutic process for treating individuals who are suffering from the diseases will be presented. Techniques and strategies to develop and implement a comprehensive gambling component in treatment programs will be presented. Expanding the spectrum of competent responses that can be provided and resources for clinicians will be recommended.

19 Promoting Prevention Strategies for Youth and Their Families

Instructors: Thomas Griffin and Roger Sveden

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

Environmental controls such as increased excise taxes on alcohol, local regulation, server training and regulation of community events will also be considered. Identifying prevention resources available via the Internet will be discussed and relevant World Wide Web sites briefly overviewed.

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

20 Taking the Sting Out of Strategic Planning: Helping Your Organization Chart Its Future

Instructor: David S. Anderson

Strategic planning is often viewed as a complex, difficult, challenging, required, and stultifying. While it cannot be done all at once, its importance remains critical for any organization. Further, strategic planning can be a reasonable and manageable task. Frameworked within the context of organization development, strategic planning can be an exciting process for creating a more desirable future. In this course, we will build the discussion of "vi-sioning" and "learning organizations" which anticipate and respond to changing conditions.

This course is designed for professionals who work in or serve in a wide range of settings, including public or private agencies, community groups, government organizations, schools, colleges, or service providers. Participants will be exposed to a range of methodologies, tools, and techniques which will assist them in developing a strategic approach which will work in their organization. Participants will learn skills and strategies which can be used in a wide variety of settings, and they will learn how to identify and subsequently use the needs of its clients, stakeholders, and audiences, as well as to adapt over time. Participants will depart with specific action-oriented strategies that anticipate challenge and chart courses for meaningful action.

21 Professional Ethics

Instructors: Ann Crowley and James Emmert

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 resolving ethical dilemmas in the workplace. The course examines the theories that underlie decision making in an organization. It is particularly helpful for the clinician in determining the boundaries of his role and responsibilities in providing clinical supervision within an organization.

Participants gather in small groups to examine the current issues in the field of addiction treatment, providing quality addiction treatment, including the ramifications of managed care in healthcare delivery. Setting professional boundaries within an organization is also addressed.

Participants work in small groups on case studies of simulated work situations as an "Ethics Committee" to process ethical questions and make ethical decisions in role plays and self-evaluations of their performance in relationship to operating by a definable Code of Ethics and Standards of Behavior. The following topics are discussed: personal ethics, the influence of the organization's ethical standards, professionalism, confidentiality, self-care, clinical supervision, and feedback. The course also provides an opportunity to develop a Personal/Professional Growth Plan to promote one's own professional development and effectiveness.
**COURSES**

**Summer School of Alcohol and Drug Studies**

**10:15 A.M. - 12:15 P.M. (R1, 2, 22-41)**

**Please note:** Both sections are required for Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult (R1, Ritual, Myth, and Recovery) [C004], The Diagnosis and Treatment of Chemical Dependency Disorders (R2) [C003], and Establishing Effective Substance Abuse Programming in Corrections (R3) [C002].

Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult

*Both 8:00 and 10:15 sessions required.*

_Instructor: Patricia A. Burke*

For clinicians and others who work with chemically dependent adults in individual and group therapy.

Chogyam Trungpa, a Tibetan Buddhist teacher, has said that “the basic work of health professionals in general and psychotherapists in particular is to become full human beings and inspire full humane beings in people who feel starved about their lives.” This experiential course will allow participants to explore their innate wisdom, intuition, creativity, and ability to fully manifest personal growth and enhance their confidence and effectiveness as counselors, and to develop specific skills in the appropriate use of self in individual and group process with chemically dependent adults.

Therapeutic strategies used in this course will be drawn from diverse spiritual, creative and psychotherapeutic arts such as Taosim, Feldenkrais, and the Body-Mind Centering. Body-Mind Centering, Psychotherapy, poetry, imagery, story-telling, Transpersonal Psychology, Depth Psychology, The Twelve Stages of Alcoholics Anonymous and Social Work Methods. We will explore the use of experiential learning processes such as meditation, guided meditation, guided imagery, breathing exercises, bibliotherapy techniques, small and large group process and writing practice as pathways to self-discovery and the full blossoming of the individual’s potential.

This is an experimental course. Therapeutic processes will be demonstrated in class. Participants are expected to actively participate in the learning environment and have a commitment to self-reflection, self-discovery, self-nurturing and self-responsibility.

**2 Ritual, Myth and Recovery**

*Both 8:00 and 10:15 sessions required.*

_Instructor: Albert McNamara*

Modern culture suffers from an absence of clearly defined life rhythms and their supporting rituals. One of the results of the deficit is the substitution of ritualized drug and alcohol use to provide a sense of identity and belonging. This course will explore the use of chemicals as an attempt to create wholeness and as a means for initiating the process. We will examine the development of myth and ritual during the active use of chemicals and how these rituals may be encountered when one begins the recovery process. We will conclude with an exploration of the development of personal vs. group myth and ritual process.

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

*Both 10:15 and 1:45 sessions required.*

_Instructor: Mark A.Dalen*

This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an understanding of existing knowledge and of tools in the diagnosis, treatment and rehabilitation of patients with substance abuse disorders. The first part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures. Next, several case histories will be reviewed. Videotaped case histories will exemplify these issues. The last part of the course will focus on the physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

**23 Establishing Effective Substance Abuse Programming in Corrections**

*Both 10:15 and 1:45 sessions required.*

_Instructors: Ted Leavy and Pati Loughlin*

In the past several years, federal funding levels have increased dramatically to help reduce the growth in the number of substance abuse treatment programs for addicted offenders. This national trend continues to aid in the development and implementation of chemical dependency treatment programs in correctional institutions as well as to encourage community-based treatment facilities to redefine the ‘treatment’ of substance abuse. As a result, the Challenge Fund, a government Department of Corrections (NJDOC) has been designed and implemented a program in a number of New Jersey state facilities that provides continuing treatment and a continuum of care that assists addicted offenders in a seamless transition from incarceration to community living. This course will focus on establishing effective treatment programs for offenders on parole. Students will have an opportunity to visit a nearby New Jersey state correctional facility and to be concerned with all phases of treatment and parole supervision. Guest speakers will address the colloboratory efforts of the NJDOC and treatment providers and the State Parole Board.

**24 Neuropsychopharmacology: Drugs, The Brain and Behavior**

_Instructor: John Brick*

Neuropsychopharmacology is the fascinating study of the interrelationship between the central nervous system and behavior. This course provides a solid foundation of basic neuropsychopharmacology and introduces the most recent and interesting scientific discoveries. Specific topics to be covered will include: pharmacokinetics and mechanisms of drug administration, distribution and elimination; functional and general anatomy of the brain; the molecular brain and mechanisms of drug action. Drugs to be discussed include: alcohol, therapeutic medications for depressions and anxieties, amphetamines, antihistamines, lithium drugs (e.g., mepazine, opiates, crack/cocaine, heroin, marijuana, and inhalants — the most rapidly increasing and dangerous form of drug abuse in the United States.

**25 A Survey of the Genetics and Biology of Addiction**

_Instructor: John E. Davis*

In the past 10 years there have been major advances in understanding how genes and environment interact and how genetic factors that predispose an individual to drug addiction and the biological changes that occur with the repeated use of drugs. This course provides a survey of this information and describes the behavioral and physical changes that are helpful for alcohol and drug counselors. While some of the data are technical, the material will be delivered in clear terms and will generally be presented in a way that anyone should understand. This is an opportunity to get up-to-date information that expands our understanding of how addiction occurs, why the principles of treatment we have used — especially in the 12-step recovery programs — work and why abstinence is necessary.

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

_Instructor: Edward McDonald*

This course will concentrate on assessment skills and their relationship to the core function areas of intake, screening, intake, orientation and assessment. The material presented will focus on the process that enables a counselor to identify and evaluate a client’s strengths, weaknesses, problems and needs in order to develop a treatment plan. This course will provide participants with the skills necessary for the CADC certification process and oral/written examinations.

**27 The Intervention Process**

_Instructor: Jergen Allsen*

The methods demonstrated are based on the Johnson Institute model of intervention. The course will deal with the obstructing mechanisms that affect the client and others close to the client, such as denial, defensiveness, as a hallmark of this process, and the obstructive components of the client’s life. It takes place during the orientation and the second component. This course will focus on the techniques of the JINDOC and treatment providers and the State Parole Board.

**Psychological Therapies: Finding the Right Therapy for the Recovering Client**

_Instructor: Batte Ann Weisstein*

Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the approaches used by mental health professionals. Using the case study method, this course will first discuss each therapy model and then apply it to the case study. The group will be encouraged to discuss how each model works and which model appeals to the participants. The course should also fit the personality styles of both the participant and the therapist. For example, cognitive reframing is very effective with many depressed patients, but not all. Some patients, especially those with borderline or narcissistic personality structures, tend to see attempts at reframing as minimizing or discounting. Likewise, the same problem can often be addressed equally effectively by very different therapeutic approaches, so the personality style of the therapist. This course will present several therapeutic approaches and their applicability to various mental health problems commonly experienced in recovering clients.

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

_Instructor: Nikolah Irish Meyer*

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

This is an interactive course with emphasis on learning and experimentation with brief therapy approaches through participatory lecture, discussion, and role plays in dyads and small groups.

**30 Cognitive-Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients**

_Instructor: Claudia A. Bleasdale*

Anxiety and mood disorders are common more than any other disorders in the treatment of addicted men and women. Consequently, these conditions can be responsible for failure to enter treatment, relapse to drug use, and chronic relapse. Without immediate interventions, treatment prognosis may be significantly compromised.

The symptoms and course of each anxiety and mood disorder will be addressed to aid in identification, diagnosis, and treatment. Along with the unique theoretical perspectives, specific interventions and strategies that correspond to these anxiety and mood disorders will be displayed and demonstrated. Participants will have opportunities to learn these strategies based upon the case work of numerous clients. Practical applications and hands-on experience is the primary focus, but application of knowledge and skills will also be touched upon. The participants will practice and test their understanding and skills through simulations throughout the course.

**31 The Spirituality of Addiction**

_Instructors: Domin McEath and Craig Nubben*

This course focuses upon spirituality as a major component of the addiction-recovery process. The instructors will explore with the class the nature of addiction and the varieties of spiritual experiences. How can addiction recovery be characterized as a major spiritual issue? 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 in a spiritual context. The instructors will deal with the principles, power and practices of discernment and suggest how such a model can be found in the practice of 12-step recovery.
32 Defense Mechanisms and Counterstrategies  
Instructor: Chelly Stermer

33 Understanding the Dynamics and Content of Intimate Relationships  
Instructor: David G. Hall

34 Cultivating Emotions in Recovery  
Instructor: Jack M. Schibb

35 Post-Traumatic Stress Disorder and Addiction  
Instructor: Madeline Curran

36 Action Methods and Addiction: Using Creative Group Techniques (and out of a Managed-Care Environment  
Instructor: Barbara Lynn Einseidler

37 Relapse Prevention Therapy  
Instructor: Don L. Meyer

38 How Counselors Can Maintain Clinical Quality and Integrity in the Managed-Care Era  
Instructor: Ann Crawford and James F. Emmert

39 Be All That You Can Be: New Models and Approaches in Clinical Training and Supervision  
Instructor: David J. Powell

40 Campus Drug and Alcohol Abuse Prevention Strategies for Promising and Effective Approaches for Meaningful Approaches  
Instructor: David S. Anderson

Implementing comprehensive campus-based alcohol abuse prevention requires a long-range perspective with a clearly defined strategic planning process. Further, it requires a tested understanding of college student developmental tasks and strategies for addressing these in proactive meaningful ways. This course takes a close look at the nature and appropriateness of strategies to address drug and alcohol abuse and related problems, blending knowledge of life skills development and state-of-the-art prevention and intervention strategies.

Course foundations will be based on multiple national initiatives: (a) The applied resources prepared by the Promising Practices: Campus Alcohol Strategies project, which help campus leaders formulate their strategic planning and action planning; (b) The insights from multiple international studies carried out by researchers in Europe and Asia; and (c) the Drug and Alcohol Survey of Community Colleges (1997), the Monitoring the Future Study, and the Cone Survey; and (d) the seven life health strategies merging from Challenge 2000.

Participants will emerge with a thoughtful understanding of today's college students and strategies meaningful for their current role as a student campus involvement, and appropriate plan of action to assist in developing or enhancing a proactive-based approach and provide the foundation for documentation of results.

41 Community Based Prevention Strategies: Promising and Effects  
Instructor: Thomas Griffin and Roger Swenson

Local communities throughout the United States have created partnerships, alliances, coalitions, collaborative, task forces and other organizational and individuals who are working together to achieve a common goal of improving the prevention of alcohol and other drug use and the community-wide prevention efforts. Some of these efforts are well organized 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 being learned by these community-based prevention coalitions?
**Courses**

1:45 PM - 8:45 PM (222, 23, 42-61)

**Note:** Please see both sessions required for **The Diagnosis and Treatment of Chemical Dependency Disorders** (222) and **Establishing Effective Substance Abuse Programming in Corrections** (23).

### 22 The Diagnosis and Treatment of Chemical Dependency Disorders

**Instructor:** Mark W. Allen

This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with the opportunity to acquire some basic knowledge of the etiology, epidemiology, treatment and rehabilitation of patients with chemical dependency disorders.

The first part of the course will focus on defining chemical dependency disorders as a result of the diagnostic evaluation procedures and treatment components. Videotaped case histories will exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of the medical and mental student Impairment as a result of chemical dependency disorders.

**C102 C403**

### 23 Establishing Effective Substance Abuse Programming in Corrections

**Instructor:** Ted Levay and Patti Loukides

In the past several years, federal funding levels have increased dramatically allowing a rapid growth in the number of substance abuse treatment programs for addicted offenders. This national trend continues to aid in the development and implementation of effective programs in correctional institutions as well as to encourage community-based treatment facilities to redefine their role in correcting dependency. As a result, the New Jersey State Department of Corrections (NJDCC) has developed and implemented a program in a number of New Jersey state facilities that provide continuity of treatment and a continuum of care that assists addicted offenders in a seamless transition from incarceration to community living. This course will focus on establishing effective treatment programming for offenders both incarcerated and on parole. Students will have the opportunity to visit a nearby New Jersey correctional facility to tour its treatment program. Specific components of the curriculum include screening, treatment, relapse and recovery, and community resources and parole supervision. Guest speakers will address the collaborative efforts of the NJDOC and treatment providers and the State Parole Board.

**C501 C004**

### 41 Substance Abuse Literacy: Pharmacology of the Bipolar Psychosocial Disease Model

**Instructor:** Ted Flynn

The course will focus on the pharmacology of mood drugs and its relationship to the bipolar disorder process. The course will analyze the biological aspects, the psychological aspects and the social aspects of the disease model. The effect of drugs on each of these aspects will be presented in terms of symptoms, side effects and recommended dosages. The goal of this course is to develop the idea of substance abuse literacy as a family/community and society.

- The material will cover both theoretical and applied illustrations to depict the role of substance abuse in prevention, treatment and advocacy issues. Specific emphasis will be placed on the developmental nature of the disease and the role that pharmacology can play in early intervention and treatment.

**C103**

### 43 It Does Make a Difference: Gender Sensitive Treatment

**Instructor:** Claudia A. Blackburn

Men and women have specific issues that create barriers to obtaining and maintaining treatment in one's community. This course is intended to give professionals in the chemical dependency field an understanding of the unique gender issues surrounding treatment. Interactive group and didactic components will enhance the integration of a gender sensitive treatment model presented.

The 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 will outline the treatment voids within the addiction field is presented, along with current research highlighting gender specific responses to treatment and recovery. Second, gender specific aspects of use, treatment efficacy, clinical presentation and relapse are explored. Treatment program recommendations, treatment length and continuing care considerations to address the current limitations in most outpatient and inpatient treatment facilities are explored.

**C401 C404**

### 44 The Dually Diagnosed Patient: Identification and Treatment

**Instructor:** Anthony Carenza

This course will discuss treatment issues that arise when working with the MICA client. Emphasis will be placed on developing a comprehensive understanding of how they overlap in treating the dually diagnosed client. Assessment tools and treatment planning strategies, as well as case studies, will be explored.

**C201**

### 45 Assessment and Referral Interviewing Techniques Designed to Reach the Resistant and Dying Client

**Instructor:** James F. Emmerich

This course is designed to enable intake counselors, SAP counselors and general practitioners to develop effective techniques for gathering information that is sufficient to make an appropriate diagnosis and referral for those clients who may be unable or unwilling to recognize and acknowledge their addiction.

The techniques are valuable in assisting those clients who are in strong denial and/or self-detriment to recognize their illness for what it is and to accept a referral/admission into appropriate treatment. By gathering the most appropriate information at the assessment level, the most appropriate treatment modality can be selected and the treatment plan formulated.

**C202 C002**

### 49 Working with the Alcohol-Dependent Family

**Instructor:** Jack M. Schiib

Clients need to understand the power of family rituals and routines in transmitting and enabling alcohol and drug abuse attitudes and behaviors. In early recovery, clients need to address their alcohol/drug abuse from a family perspective even if the whole family does not participate in treatment. Clinicians need to help clients understand the origin of their beliefs about self, others, the world, and God in family rituals and routines. The course will explore the dynamics of family from the perspective of six schools of family therapy. It will help nurses understand the process of ritual and routine in maintaining current alcohol/drug attitudes and behaviors. The clinician will become skilled in conducting family routines, rituals, and rules on a client's beliefs about the meaning and power of drugs in his/her life and will examine research-based programs for intervening in alcohol/drug affected families.

**C306 C305**

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

**Instructor:** Ronald T. Potter-Elthon

Addictive processes are frequently related to an individual's perceived deficits in the area of being, belonging, and doing. Being deficits center on a lack of self-awareness, shame about the self and the development of the self-skill. Belonging concerns revolve around the fear of abandonment, and doing issues are about perceived ineffectiveness and loss of control in major spheres of life. Recovery from addiction and relapse prevention involves positive development along one or more of these dimensions.

This course presents exercise, music and other experiences designed to help clients become more aware of and responsive to their being, belonging and doing needs.

**C202 C402**

### 51 The Practice of Rational Emotive Therapy (RET) in Relapse Prevention

**Instructor:** Edward McDonell

The purpose of this course is to discuss how Rational Emotive Therapy (RET) can offer useful perspectives and effective tools to prevent relapse in addictive disorders. The course will present the universe of rational emotive therapy and explore the conceptual foundation of RET and describe new applications to be used in conjunction with the philosophy of 12-step programs in order to facilitate recovery. The therapeutic process of RET will be demonstrated in class by having the students use new innovative concepts and techniques, and classmate.

**C202 C203**

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

**Instructor:** Fred T. Rich

This course is designed for professionals who want to learn about the basic text of Alcoholics Anonymous. The course will show how to decode Bill Wilson's writings and expose the wealth of information contained therein. The instructor has made an exhaustive study of this book and will demonstrate how to integrate this material into the participants' respective treatment programs.

**C009 C041**

### Summer School of Alcohol and Drug Studies

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

Upon completion of the course, it is expected that the participant will be able to:

1. fully understand and use this and the accompanying manual and helping interview;
2. be fully familiar with the concepts and techniques used in this process;
3. have learned the basic skills used in the process; and
4. have practiced the use of these skills and techniques with others.

**C305**

**Note:** Both sessions required.
52 Strategy Planning for Treatment Services

Recoytic: Only

Instructor: Ann Crowley

Treat the organization dedicated to providing quality service and innovative treatment planning uses strategic initiatives to ensure the organization's clinical and management excellence.

Planning also ensures that the organization maintains its competitive edge and is better prepared to respond to the next wave of managed care regulations or reorganizations.

Managers must lead employees in providing service excellence as well as being able to concentrate on designing individualized and innovative treatment programs to remain focused on the next wave of managed care regulations or reorganizations.

Managers must lead employees in providing service excellence as well as being able to concentrate on designing individualized and innovative treatment programs to remain focused on the next wave of managed care regulations or reorganizations.

This course focuses on the necessity and the strategies of self-care. Working in the health care profession requires the practitioner to remain focused on his or her client. This becomes a mental atmosphere where we become vulnerable to losing perspective in our own lives. Using cognitive therapy as a basis, this course will help practitioners develop a personal plan of mental self-care to avoid stress reactions before they happen. The central theme of this class is to help you gain more satisfaction from the work you lead.

53 Getting Unstuck: Using Creative Group Techniques To Add Vibrancy and Joy to Group Counseling Sessions

Instructor: Barbara Lynn Eisenstadt

This hands-on course will demonstrate a series of culturally sensitive, progressive, experiential group activities that are highly effective in maximizing interactions with clients. Active, healthy, and interactive group experiences will be provided for identifying and addressing psychosocial responses in doing this work. Participants will learn the skills of the AIDS epidemic, be able to increase awareness and mobilize effective research for research and surveillance and learn about the current trends in research and practice.

Course participants will gain an understanding and appreciation of many creative group therapy techniques, incorporating theories and activities from art therapy, cognitive therapy, Gestalt therapy, brief therapy, family therapy, guided imagery, psychodrama, sociodrama, sociometry and values clarification. The course content will include a variety of creative techniques which can be utilized in group counseling and prevention settings, the use of these techniques to create a culturally diverse, safe and respectful group environment for their clients, and group activities that can be implemented in their own group counseling and clinical settings. Additionally, students will have a renewed sense of spontaneity, spirituality, and energy to share with their groups.

54 The Art and Psychology of Humor in Addictions Recovery

Instructor: Raymond P. Draffin

Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from substance use/abuse dependency. In fact, many use the development of humor as a counseling tool to enhance or replace the recovery process. A working definition of humor will be presented, along with a review of the laws, types, and categories of humor development. Techniques to use humor in progression recovery, with specific techniques to use humor in the Jellinck chart of recovery, will be offered. Self-assessment and current uses of humor in the counselor's life will also be explored. Remedial work for the "humor impaired" will be part of the course process, and resources to implement humor as part of an ongoing recovery program will be offered. An Attitude of FUN is necessary to complete this course.

55 How to Be Your Own Therapist

Instructor: David G. Helb

This course focuses on the necessity and the strategies of self-care. Working in the help-seeking profession requires the practitioner to remain focused on his or her client. This becomes a mental atmosphere where we become vulnerable to losing perspective in our own lives. Using cognitive therapy as a basis, this course will help practitioners develop a personal plan of mental self-care to avoid stress reactions before they happen. The central theme of this class is to help you gain more satisfaction from the work you lead.

56 Understanding HIV and AIDS

Instructor: Paula Toynton

AIDS has become one of the leading causes of death for individuals 25-44 years of age. Half of the AIDS cases in New York and related to injection drug use and infection stemming from persons who are injection drug users. Much of the HIV risk behavior is related to decisions made while under the influence of alcohol and drugs. As a result, this intersection of HIV/AIDS information that practitioners need and will explain strategies for working with clients who are struggling with issues of prevention and post-infection, it provides a framework for identifying and addressing psychosocial responses in doing this work. Participants will learn the history of the AIDS epidemic, be able to identify the government agencies responsible for research and surveillance and learn about the current trends in research and practice.

Course participants will gain an understanding and appreciation of many creative group therapy techniques, incorporating theories and activities from art therapy, cognitive therapy, Gestalt therapy, brief therapy, family therapy, guided imagery, psychodrama, sociodrama, sociometry and values clarification. The course content will include a variety of creative techniques which can be utilized in group counseling and prevention settings, the use of these techniques to create a culturally diverse, safe and respectful group environment for their clients, and group activities that can be implemented in their own group counseling and clinical settings. Additionally, students will have a renewed sense of spontaneity, spirituality, and energy to share with their groups.

57 Domestic Violence and Addiction

Instructor: Robert Macdon

This course will provide an overview of the specific and unique aspects of the Prevention of Domestic Violence Law, including key provisions of the Duty-to-Warn. Participants will gain a theoretical and practical working knowledge of domestic violence within the legal and social context of the problem. Research on the correlation between domestic violence and addiction will be summarized. The profile of the abused, battered women syndrome and secondary victimization will be illustrated. The dynamics of the cyclical patterns of interaction and suggestions for breaking the cycle will be reviewed. Specific strategies for interventions for use with these client groups. Techniques common in addictions work but contra-indicated in domestic violence work will be reviewed. Interventions for use with the domestic abuse survivor will be explored, and specific suggestions for implementation of services in various contexts will be offered.

58 Prevention Planning

Instructor: John K. Krieger

This highly interactive course will provide comprehensive planning and intervention strategies and information for the formation of community prevention programs. The most current research, information and operational strategies will be provided. Topics to be covered will include: contemporary drug and alcohol usage, operational development strategies - and evaluation techniques. Techniques for assessing and evaluating community interventions and volunteer management will also be covered. Components of successful prevention programs will be discussed, including assessment, program planning and evaluation.

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

59 Tobacco Control and Prevention

Instructor: Thomas Griffin and Roger Swanson

In the wake of developments in the tobacco industry targeting a variety of endeavors with the tobacco industry, schools and communities, the course will cover a range of topics including how to develop and implement strategies to prevent tobacco use by underage youth. This course will provide the skills necessary to identify and implement tobacco prevention and cessation strategies to improve community tobacco use prevention. The course will focus on the relationship of tobacco use by underage youth to alcohol and other drug use as well as a host of other adolescent health risk behaviors. Effective policies, procedures, and prevention practices will be reviewed and described. Strategies to assess community readiness, needs and resources will be analyzed.

The course has been designed for persons working in schools, community agencies, and governmental agencies concerned about preventing and reducing tobacco use by underage youth.

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

Instructor: Lisa Laffern and Richard L. Powell

This course is designed to provide participants with a basic understanding of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed in the areas of: campus alcohol and drug policy; 5-year plan, education and training, and prevention; and (3) clinical intervention. Participants are expected to be exposed to both current approaches and emerging strategies that are designed to mitigate college substance abuse and its consequences. Through lessons, demonstration, interactive discussion, role play and problem solving, participants will learn new strategies and resources for dealing effectively with the problem of substance abuse on college campuses. Emerging initiatives in the areas of substance-free living arrangements on campus, partial-residential and student assistance approaches to prevention, and drug-free workplace/employee assistance programs will be examined. Specific current strategies for dealing with substance abuse prevention and treatment in higher education will be highlighted.
# Summer School of Alcohol and Drug Studies

The New Jersey Certification Board has provided the following approval numbers:

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<tr>
<th>Course No.</th>
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# GENERAL APPLICATION FOR SUMMER SCHOOL OF ALCOHOL AND DRUG STUDIES

**JUNE 11-16, 2000**

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Social Security No.: ____________________________

Rutgers University requires the following information to fulfill reporting requirements for lifetime learning credit established by the IRS under the Taxpayer Relief Act of 1997.

Certification (Alcohol/Substance Abuse Counselor): Yes ☑ No ☐

If yes, which state:

<table>
<thead>
<tr>
<th>Years of College</th>
<th>Highest Degree Awarded</th>
<th>College Attended</th>
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<th>Name of Employer (Note: This address will be listed on roster)</th>
<th>Your Position</th>
<th>Work Hours</th>
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Business Address

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

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

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<th>Year(s) of attendance:</th>
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Courses 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):

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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

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ABOUT THE SCHOOL

The 2000 Institute of Alcohol and Drug Studies is directed by Gail Gleason Milgram, Ph.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 Brettley and Adele Sirthers Hall.

Admission

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

Costs

Tuition will be $545.00. For students staying on campus, three housing options are available: (1) an air-conditioned double occupancy room with private bath, (2) an air-conditioned four-person apartment, and (3) a non-air-conditioned single occupancy room with shared bath. Each housing option includes a meal plan which begins with Sunday dinner and ends with Friday lunch. University housing facilities are all non-smoking, including the individual rooms/apartments.

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

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A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance into 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. MasterCard 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/or the Summer School will receive a 10% discount on the combined tuition total. All applications for one or 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 42 CEU (42-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.)"

Application Deadline/Deposit

Applications will be accepted until June 12, 2000. 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 Institute application form found at the end of the Institute section of this brochure must be completed and sent to:

Lynn Young, IADS Program Assistant
Center of Alcohol Studies
Rutgers, The State University of New Jersey
607 Allison Road
Piscataway, New Jersey 08854-6001
Telephone: (732) 445-4317
FAX: (732) 445-3500
E-mail: lynn@co.rutgers.edu

"The courses and instructors were excellent and the program was well organized. I also learned a good deal through conversations with some of the many students from other states and other countries."
Scholarships
The Institute has no scholarship funds of its own. However, it does assist in the administration of full scholarships through the American Medical Association (AMA) National Scholarship Program, the American College of Emergency Physicians (ACEP) Student Scholarship Program, and the American College of Emergency Physicians (ACEP) Scholarship Program. The American Medical Association (AMA) National Scholarship Program is a joint effort of the American Medical Association (AMA) and the American College of Emergency Physicians (ACEP). The American College of Emergency Physicians (ACEP) Student Scholarship Program is a joint effort of the American College of Emergency Physicians (ACEP) and the American Medical Association (AMA). The American College of Emergency Physicians (ACEP) Scholarship Program is a joint effort of the American College of Emergency Physicians (ACEP) and the American Medical Association (AMA).

Scholarship applications must be received in the Institute office by the end of the business day on April 14, 2000. Each applicant must submit the following information: (1) completed general application form (found at the end of this section); (2) a letter from the candidate stating which scholarship he/she is applying for and describing his/her background and work in the field; and (3) a letter of recommendation that addresses the candidate's attributes and qualifications for the field. Please note: It is not necessary to send the $100 non-refundable deposit with a scholarship application.

ALUMNI SCHOLARSHIPS
Alumni scholarships are supported by the Alumni Association of the Institute of Alcohol and Drug Studies. The requirements listed below must be fulfilled for the portfolio to be reviewed by the Scholarship Committee. Please note: (1) 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; (2) persons who have received an Alumni Scholarship in a past year cannot apply.

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

- Be certified as an alcoholism/drug abuse counselor or be in the process of attaining certification in a minimum of two hours toward certification/credential/recertification.
- Work full- or part-time, presently or in the recent past, in the field of alcoholism/drug abuse counseling.
- Have at least two hours of course work toward certification/credential/registration.
- Be actively involved in a community or local school system, or in other volunteer programs.
- Be the primary financial supporter of a family or be a student at an accredited college or university.

Please note: In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to each two hours per course. (2) The lecture/seminar schedule will be distributed during Sunday registration; and (3) ** In addition to the ten hours spent in class, instructors will assign two hours of outside work (e)
72 Creative Approaches to Counseling
Special Populations
Instructor: Cheryl D. Reese
This course is designed to assist participants in working with various populations, including Native American, Latino/a, gay and lesbian and adolescent clients. In addition, issues for HIV-positive addicts will be addressed. The course focuses on the crucial need for counselors to develop skills in communicating with clients of diversity. Counseling in a diverse population. The concepts introduced in the course are designed to help counselors develop multicultural competence. An integrative and experiential format reinforces the various techniques introduced during the course.

73 Coping Skills Training for Substance Abuse 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) managing thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) developing drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrelevant decisions. Another focus will be to integrate the use of traditional, disease model treatment concepts/processes with standardized coping skills training. Participants will be given a comprehension of selected research findings. The course will use didactic presentation, group discussion and role-playing exercises.

74 Harm Reduction in Clinical Practice: A New Paradigm for Treating Drug Addicts
Instructor: Frederick Rodgers
This course will introduce participants to a new paradigm from within which to work with people who use substances. This paradigm is based on a pragmatic approach to substance use issues, is client centered and driven, and seeks to keep clients engaged in the process of healthy change regardless of the pace of that change. Theory of harm reduction, examples, and specific, training in how to work within a harm reduction mode will be provided. This course is designed not only for substance abuse workers but also for mental health workers who may see substance users as part of their general practice.

75 How to Use the "Twelve and Twelve" in Your Treatment Program
Instructor: Patricia A. Reil
This course will assist helping 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 sort of user's guide for both in the recovery process and in understanding the program of Alcoholics Anonymous.
challenged to examine the broader context of their life and that of the client in understanding burnout (i.e., not only the job but what it means to the job). Techniques for dealing with stress and burnout will be demonstrated such as biofeedback, relaxation exercises, problem solving and stress intervention strategies.

This is an ideal course for anyone who works in the addictions field, has worked in a dysfunctional organization or has simply felt abused and trapped by his/her job. It is the contention of the instructor that "work abuse" can be just as real, if not more real, than alcoholism, that the addictive process can happen in a dysfunctional workplace or co-dependency in the workplace.

79 EAPs: Programming for Workforce 2000

CS04
CS08
Instructor: William J. O'Donnell

This course will begin with a review of EAP core technology, history of EAPs and various evolving models of services. Current developments will then be explored: EAPs and managed care; EAPs and wellness programs; recent DOT regulations concerning drug and alcohol testing (SAT/BAT); return to work issues for safety/environmentsensitive positions; confidentiality (absolute or relative); critical incident stress debriefings; handling the dangerous/traumatizing employee; the role of the EAP in downsizing, facility closings and/or hostile takelaw.

80 Ethics and Boundary Issues for Counselors

CS01
PS01
Instructor: Ann Crawley and James F. Ennart

This course presents the current healthcare ethical guidelines for clinical decision making and provides participants with a process for reaching ethical decisions in their professional work situations.

This course is highly interactive with minimal lecture time. Participants will take part in case studies to discuss current ethical issues in the addiction field, such as the effect of managed care on professional practice, confidentiality, consultation and boundary issues, such as dual relationships with clients, are also addressed. Guidelines are provided for those who wrestle with the appropriate level of involvement with patients and former patients.

The focus of this course will be to work in small groups on case studies that are representative of typical situations that both clinical and administrative staff experience in today's treatment organization. Participants clarify their own professional values and boundaries and work with other ethical committees and its role in assisting clinical staff to process ethical questions.

81 Improving Family Communication: How to Redescover Each Other

CS06
CS05
Instructor: James Wasser

The intrusion of television and computers on family interaction has often resulted in minimal conversation and in family alienation. This course will provide you with the tools to foster conversation, improve listening skills, interpret hidden messages and nonverbals, understand feelings and give positive and nonnegative feedback.

Participants will be provided with "tools" with which to work more effectively with young people in order to accomplish the following goals: (1) to give participants and their students/children greater self-awareness and a high degree of understanding and respect for each other; (2) to provide participants with opportunities to practice these skills and become more confident in using them and (3) to practice skills in immediate back home situations; (2) to give participants an overview of five components of effective interperson communication; and (4) to provide participants with some personal, reflective time to "rediscover" themselves. It is hoped that all participants will take an active part in the course training and activities, so that they may effectively share ideas and observe group dynamics.

82 School- and Community-Based Prevention

CS08
PS07
Instructor: Fran Miscol

This course will provide participants with a knowledge of the components and purposes of a variety of school and community-based prevention programs. Participants will have an opportunity to design both a school and community-based prevention program aimed at reducing identified risk factors, with a focus on autonomy shifts in environment, school and individual behavior. A long-term goal of Impacting ATO use/misuse/abuse will be evaluated.

83 Alcohol and Other Drugs on the College Campus

CS04
CS08
Instructor: Bruce Donovan

This course will review all components necessary for a comprehensive campus-wide drug program. Topics will range from the development of policy issues to practical issues for specific programs. Participants will explore their personal attitudes toward drugs and their regulation, and consider topics in the framework of their professional training. Participants will also explore the real problems for which they seek solutions. Theoretical issues will include: the significance of a drinking age; the meaning of increased alcohol/drug regulation; the abiding stigmatization of alcoholics; the goal of "prevention"; harm-reduction or drug-free campuses.

Through lecture and discussion we will consider society's changing attitudes toward alcohol and other drugs and their use in college: orientation for new students; the role of parents; ethical and legal implications and disciplinary policies; policies for the general student body as well as special populations (e.g., athletes, fraternity, sorority, minorities, women); intervention for addicted students and their families; special provisions for their recovery; and events for alumni. Participants will be expected to identify programs and counseling (including peer counseling) and the use of institution-sponsored support groups and self-help groups for the addicted and the children of alcoholics. Although we will not have the opportunity to work with clients, the participants will consider faculty interactions with students and the role of an Employee Assistance Program for faculty and staff.

July 9 – July 14, 2000

Institute of Alcohol and Drug Studies

84 Actually Understanding Research/ Evaluation: A Course for Substance Use/Misuse (SUD) Practitioners

Recert. Only

CS20, CS41, CS50, CS06

Instructor: Michael J. Taief

This is a unique course on the often dreaded subjects of research and statistics. There will be no math involved and all the concepts will be presented in clear and concise language. The primary objective is for participants to understand the essentials of research design and middle level statistics. In this day and age, empirically accountability is rapidly becoming the standard by which SUD practitioners must measure their effectiveness, which requires the comprehension of research and statistics. Would you be able to answer direct questions about the effectiveness of a favored technique or program? Would you be able to design a study that would give you solid information about the effectiveness of an existing program? If not, this is the course for you.

85 Soul Work: Clinical Practice with Chemically Dependent Adults

Recert. Only

CS02, CS40, CS50

Instructor: Patricia A. Bunte

This course is for clinicians who work with chemically dependent adults in individual and group therapy.

"To Jung the Heart of the psyche remains 'divinely created nature' characterized by the concept of the 'soul' (Bunett, 1992; Simonton, 1992). E. Mark Sterns, from Foundations for a Soul Psychology.

The self speaks to us in the everyday language of thought and feeling. The soul speaks to us through the mystery of the unconscious, dreams, the imagination, poetry, story and the sanctum wisdom of the body. The journey of healing from chemical dependency begins with awakening the soul wisdom of the body by abstaining from the use of mind/mood-altering chemicals. As the journey deepens recovery focuses on challenging the professional and existential meaning of the body and building self. In the later stages of recovery, a new impetus emerges as the person's soul is finally emerging from the hibernation of, 'being alive' in the rich texture of life and experience the unity of creation.

This course will explore the meaning of soul in this advanced stage of recovery and the relevance of soul as archetypal image, symbol and concept in psychotherapy. It will draw from a variety of psychotherapeutic, spiritual and creative arts, such as Jungian and transpersonal psychology, art, music therapy, mythology and storytelling, and integrate them into a method for working with the soul in clinical practice. This course will employ experiential learning processes such as role play, meditation, guided meditation, the spiritual practice of mindfulness, breathing techniques, small and large group process and writing practice.

86 Motivational Skill Building

Recert. Only

CS02

Instructor: Bette Ann Weinstein

This course is designed for counselors and therapists who have some knowledge in treating chemically dependent clients and their families and want to improve their motivational skills. The course will successfully motivate clients to either enter into or continue with chemical dependency treatment, the counselor/therapist must be comfortable with both counseling skills and an appropriate use of self.

A combination of cognitive/behavioral techniques, empathic listening, good communication and demonstration of a supportive and warm environment. In addition, there will be times for participants to explore personal and professional strengths and weaknesses. A brief review of the concepts of denial and motivation will be presented, along with small group and individual exercises that are designed to promote the personalizing of the material. Techniques for minimizing denial and maximizing motivation will be demonstrated through both discussions and role play of case studies.
65 Beyond Addiction: Counseling for Transformation (Both 8:00 and 10:15 sessions required)
Instructor: Albert McNaMara
Following the initial recovery phase, many clients report involvement in repetitive cognitive and behavioral patterns similar to their addictive behaviors and often with similar negative effects. This cycle is sometimes a result of external changes that are not accompanied by internal transformation. This course will focus on identifying the basis of repetitive pattern, transitional approaches to emerging conflicts and time competent resolution through problem solving and will explore counseling approaches that are geared to developing self-acceptance rather than self-admission via the use of reaffirmation, visualization and creative self-expression.

66 Treating Sicker Patients in Less Time with Less Work: Using the ASAP PCC-2 (Providing Case Management in a Managed-Care Environment) (Both 8:00 and 10:15 sessions required)
Instructor: Gerald D. Shulman
The course will describe the impact of decreasing funding and reimbursement resources on chemical dependency treatment and the need for patient placement criteria in the public and private sector and the military. Included in class discussions will be conceptual models for length of stay; program vs. clinical driven (treatment individualized); the relationship between severity of illness and specialty of service; need for and development of continuum of care; systems for effective transfer between treatment services; designing effective treatment interventions when told that the selected level of care is "not medically necessary"; and the relationship of the criteria to "stages of change."

Using case studies and interactive exercises participants will learn how to use the ASAP Patient Placement Criteria, Second Edition. The course will provide participants with an understanding of the principle of maximizing the potential for improvement and recovery of the patient client using the six dimensional criteria of the ASAP PCC-2 including assessment of the recidivistic patient. It will also offer systems for re-engineering treatment services at little or no cost in order to provide effective treatment in a time of increasingly scarce resources.

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

67 The Addictive Process
Instructor: Craig Nakken
This course will start from the basic premise that although all addicts are different they have one thing in common, that being the addictive process in it, it will explore the development of the addictive personality and the infrastructure that is created due to the addictive process, and will explore the differences between chemical addictions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.). The final part of the course will be discussion of the elements and principles that make up what we call recovery.

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

68 A New Era of Intervention Counseling
Instructor: Gwen Ottley
Crisis intervention refers to making a swift response to a human need. When crisis intervention is usually seen as a specific form of counseling, it can also be seen as a rapid application of the helping process to the most pressing and immediate of a crisis situation. This course will focus on techniques that counselors can use to assess a crisis situation, to help a client manage and survive the crisis, then move to traditional counseling. Techniques for helping clients to express feelings associated with the crisis and to gain control of the crisis will be discussed and demonstrated. We will explore crisis related to substance abuse, life cycle crises affecting those who are addicted and recovering, and the impact of crisis counseling on the counselor. Lecture, shared experiences, role-play, video, discussion and small group work will be used.

69 Assessing and Treating the Dually Diagnosed
Instructor: Douglas Zlotnick
Depression, anxiety and personality disorders are common among clients and can impact engagement into treatment and the course of the addiction. This course will explore the psychiatric symptoms and diagnoses. Through case examples, the Motorized-Based Dual Diagnosis Treatment Model will be presented, including dual diagnosis treatment needs. Dual diagnosis after care requires modifying traditional addiction counseling and therapy approaches. Principles and techniques of Dual Recovery Therapy will be discussed and the role and use of psychiatric medications in treating the dually diagnosed will be reviewed.

70 Enhancing Outcome through Client Centered Treatment and Case Management
Instructor: Robert L. Lynn
This course will survey the issues involved in providing individualized client driven treatment. It will begin with assessment and follow the client across the entire treatment continuum from the perspective of a program director, counselor and case manager.

The most current assessment tools will be examined to include DSM-IV, ASAP PCC-2 and LOC. Students will learn how to determine the appropriate level of care, length of stay, continuum of care and discharge plan for each client. Supervision procedures will be demonstrated through individual case reviews.

71 Drug Dependence will be viewed as a biopsychosocial illness and as being on a continuum. Outcome will be viewed from an individual's perspective, placing them at the stages of change model and client empowerment. A major focus will be on developing individual treatment plans and advocating for the client throughout the treatment experience. Further, the course will review the value of outcome data in relation to treatment planning.

This course will help to prepare program administrators and counselors to work more effectively in a managed-care setting and advocate for the treatment by attending to individual client needs across the treatment continuum.

72 Twelve-Step Spirituality
Instructor: Thomas E. Legers
The purpose of this course is to explore the religious life-styles of the 12-step philosophy. We will examine the origins of the 12-step process, focusing on the psychology and the spirituality of each of the steps. The course will center around 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.

73 Helping Clients Attain: Ten Basic Goals of Recovery
Instructor: Jack M. Sobel
This course on addiction will explore the concept of a recovery model as a systematic approach to treatment. This course begins with ten goals of early recovery specified in current treatment literature. Each goal will be translated into practical treatment objectives. Specific treatment strategies and processes will be attached to each objective. Each strategy will be accompanied by handouts which will be useful in gauging client progress. Both treatment options and strategies will be specified in class. By the end of the course, participants will have been exposed to a structured blueprint for providing treatment in early recovery.

74 Anger, Conflict Resolution and Mediation: A Behavioral Management Tool
Instructor: Centre Geriatric
This course focuses on anger and the underlying causes that effect how individuals manage and deal with conflict. Resolution skills will be addressed and taught through a design reflective of William Glasser's Basic Nine. Participants will be given the skills and knowledge necessary to address their own values and attitudes and will have learned strategies to effect behavioral change in clients.

75 Adolescents, Drugs and Violence: The Cycle of Self-Destruction
Instructor: Kenneth L. Kirkland and Victor M. Rivera
This course will explore the connection between adolescent criminality, drug/alcohol use, and violence in the community. The role of drugs and alcohol in adolescent culture and the impact of violence and adolescent/psychiatric disorders will also be reviewed and discussed.

76 Counseling Adolescent Alcohols, Substance Abusers and Children of Alcoholics through Rational Emotive Therapy (RET)
Instructor: Edward McDonnell
This course describes Rational Emotive Therapy (RET) offers useful techniques and tools for helping adolescents who are experiencing a crisis (e.g., alcohol/drug abuse, relapse, children of alcoholics, etc.) through the self-esteem, anger and low frustration tolerance.

The course will present a detailed analysis of RET fundamental principles such as the A-B-C model of problem identification and response. The primary emphasis will be on specific techniques to be used with problems commonly occurring in childhood and adolescence. This course will emphasize RET rational cognitive behavior therapy. It is thought that professional persons who do not have a background in RET will show how RET can be specifically adapted so that they can understand and use it successfully.

77 Working with Latinos
Instructor: Ronald L. Figueroa
This course will focus on special considerations that are important in working effectively with Latino and Latin American families and communities. This course will cover the sociopolitical context of Latinos in the United States and of significant cultural factors that will be presented. Special drinking/drug use patterns and concerns, as well as issues in addiction treatment and recovery, will also be discussed.

78 The Struggle of Recovery: Women's Issues in Addiction, Relapse and Co-Dependency Treatment
Instructor: Claudia A. Bleaklbum
Most services in the addiction field fail to gender specific treatment approaches. Although some services offer specific programming and counseling for women, few have integrated new research into their practices. Today many programs and counselors believe that gender-specific treatment services are needed to provide gender sensitive treatment.

Initially, this course focuses upon women's issues in general, including personal characteristics, gender socialization, cultural expectations, relationship patterns, the changing role of women, etc. Through experiential exercises, group interactions and lectures, several scenarios are offered in which students can practice gender-specific co-dependency treatment. Treatment approaches and strategies specific to women are the main areas of concentration of this course. Current research is integrated within the course presentations and experiential exercises.

79 Impact of Alcohol and Drug Abuse on Families and Larger Systems
Instructor: Fran Mickel
This course is intended to provide in-depth information on the impact of substance abuse problems on families, schools,
72 The Psychology of Affec- 


tional Emotions: 


tions in Recovery 


tors: Charlese L. Whi- 

fted and Barbara Harris Whi- 

fted. 


Learning more about our own inner life is important in the process of recovery, but sometimes doing so can seem as though we are trying to learn a foreign language. This is especially so in the areas of affect, emotions, and feelings. They are difficult to grasp and often harder to apply in our everyday life. 


This course will describe some of the psychodynamics of feelings and emotional experiences. As examples of painful feelings, we will focus on numbness, fear, shame, anger, grief, and anxiety. Using these concepts, we will learn how to use our feelings in the recovery process. As examples of joyful feelings, some aspects of the psychology of joy, growth, and serenity will be described.

Using didactic presentation, handout materials and experiential exercises, we will also explore several past and current "maps" of feeling and emotions, as well as how state-of-the-art concepts and approaches to understanding them from a clinical perspective. In this course, participants will gain new clinical skills to understand, and more easily and accurately recognize, feelings in their patients and clients. Participants will also be able to help their clients to handle and use their feelings in their recovery and daily lives.

78 Biosex and into Intimacy: 


cupping Couples in Recovery 


tor: David G. Hall. 


This course focuses on the dynamics and content of committed relationships. Those who were raised in a household with addiction may never have experienced a collaborative style of intimacy. This course will explain the typical content of successful intimate relationships, offering new strategies for generating such content. Treatment techniques that distinguish relationship dynamics and techniques that build relationship content will be presented.

79 How to Understand Addiction Science 


ces. 


tor: Carlton K. Erickson.


Ambitious workers in the addiction arena are always wondering about additional research and methods for finding the "true" science and understanding the effects of addiction. This course will be a discussion of teaching methods that can be used to inform others. Examples of selected new research findings will also be given.
90 Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors

**Instructor:** Beth Ann Weisheit

Mindfulness is considered the heart of Buddhist meditation, but it is the ultimate practical benefit to all.

"Take it at a day at a time." "Live in the moment," "the past is a cancelled check, and the future is a dream, not a promise," etc., are common quotes heard at 12-step meetings. How do we help our clients learn how to truly live in today? Are we, as counselors, able to get in touch with them, and help them find a way to live a little or no sense of what it means to experience the moment.

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

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

**110 Guiding Clients through the Process of Acceptance, Anewer, Forgiveness, or Hope and Serenity**

**Instructor:** Jack M. Sobell

Addressing actual chemical use, we are challenged to provide clinical sessions on some basic recovery processes. We cannot merely present that clients accept, surrender, forgive, be hopeful, adopt a positive image of God, and be serene. We need to work with them throughout these processes. This course will present ways to assist a client's spiritual strengths. We will examine the knowledge, attitudes and skills required to help clients develop their spiritual awareness, hope and serenity. The course will include practice sessions and application to one's personal life, including handouts on these topics.

**111 Utilizing 12-Step Principles in Shorter Terms of Treatment**

**Instructor:** James F. Emmett

This course is for counselors and/or practitioners who have worked in individual or group treatment settings that utilize the 12 steps as a basis for their program. It is also for those who have not yet discovered the therapeutic values of introducing the principles of the 12 steps into their treatment regimen.

Twelve-step programs are frequently perceived as support groups or a way of life. While they certainly are both of these, they are also much more. Shortened treatments limit the amount of exposure to "working the steps." However, it is frequently overlooked that the underlying principles of the 12-step programs are those that can make a 12-step program a viable part of the treatment process.

Research is demonstrating that reduction in relapse is directly correlated with the individual's regular participation in a 12-step program. The early introduction of the patient to the principles underlying the steps can greatly assist in the bonding process between the client and the program. The 12-step program and thus contribute to more positive outcomes.

The course will examine the principles and present innovative techniques of introducing them to patients in non-threatening, non-confrontive ways.

**112 Non-12-Step Models of Recovery**

**Instructor:** Michael Chernik

In this course participants will acquire knowledge regarding several established non-12-step models of recovery, including step, Women for Sobriety, Secular Organizations for Sobriety, SMART (Self Management Addiction Recovery Training), and Kais 16-step model. Particular attention will be made to the underlying beliefs and philosophy of each of these models. A comparison will be made between Alcoholic Anonymous as outlined in the book Alcoholics Anonymous and the treatment community's interpretation and modification of this model. Information gained from this course will enable participants to educate family members and significant others on how to help support the recovery process of an afflicted individual.

**113 Spirituality in Recovery**

**Instructor:** Alvin Q. Taylor

This course is designed to address spirituality in the recovery process. Its purpose will be to look at spiritually practical and to assist in providing the "12-step" process that is found throughout the experiences of these experiences. This course will present ways to assist a client's spiritual strengths. We will examine the knowledge, attitudes and skills required to help clients develop their spiritual awareness, hope and serenity. The course will include practice sessions and application to one's personal life, including handouts on these topics.

**114 Trauma Psychology: Recognizing and Treating**

**Instructor:** Charles L. Whitfield and Barbara Harris Whitfield

Research and clinical experience over the past two decades show that childhood trauma is contained in the treatment regimen. Twelve-step programs are frequently perceived as support groups or a way of life. While they certainly are both of these, they are also much more. Shortened treatments limit the amount of the effects of childhood trauma in Addiction.

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

Research and clinical experience over the past two decades show that childhood trauma is contained in the treatment regimen. Twelve-step programs are frequently perceived as support groups or a way of life. While they certainly are both of these, they are also much more. Shortened treatments limit the amount of treatment being confronted social changes that impact and complicate the treatment/recovery process.

In this course students will learn to recognize the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, and other factors influencing client behavior, in order to deliver services that are sensitive to the uniqueness of the individual.

**115 Working with the Unconscious in Relapse Prevention**

**Instructor:** Thomas E. Legere

The defense mechanisms of the ego are well known: denial, rationalization, sublimation, projection, reaction formation. The techniques of hypnotherapy are often effective against these defenses. However, when we work with the unconscious, the truth reveals itself. In this course, we will explore dreams, mediation and other spiritual practices in relation to these defenses. Relapse can be prevented effectively and permanently by helping people to monitor, through working through dreams and these other techniques, what their souls really need.

This course is designed to be personally beneficial to participants, fun, and very practical in working with relapse prevention.

**116 Assessment, Referral and Treatment of the Senior (SS) Alcoholic and Substance Abuser**

**Instructor:** Gerald O. Shulman

This is the most rapidly growing segment of the population (currently estimated to contain between 2 and 3.5 million alcoholics and substance abusers) with unique needs in the areas of identification, assessment, diagnosis, intervention and treatment. Participants will learn about different subtypes of older alcoholics, how to provide social-specific assessment, treatment and diagnosis to older clients. The emphasis on medication for substance use and depressive disorders, medical and psychiatric problems common in seniors, problems with using DSM-IV for diagnosis in this population, methods for interacting with seniors, and how to make traditional mainstream chemical dependency treatment more appropriate whether provided by an individual clinician or in a structured program.

The course is designed to assist individuals who work predominately with seniors as well as those who are involved with them only occasionally. There will be practical recommendations to overcome the barriers to successful treatment outcome.

**117 Cultural Competency and Addiction Treatment**

**Instructors:** Kenneth L. Kirkland and Victor M. Rivera

In the United States by the year 2000 an estimated 30% or more of the population will be of non-European descent. Addiction and mental health professionals are being challenged to provide culturally diverse treatment while being confronted with social changes that impact and complicate the treatment/recovery process.

In this course students will learn to recognize the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, and other factors influencing client behavior, in order to deliver services that are sensitive to the uniqueness of the individual.

**118 Counseling the Professional Client**

**Instructor:** William J. Kane

Addiction and related problems affect all members of society, including executives, clergy, physicians, attorneys, pilots, social workers and nurses. These chemically dependent professionals are often isolated, being perceived as unique critical barriers for identification and intervention systems. Discussions about various types of these professionals are necessary to provide adequate evaluation and treatment techniques to overcome unique obstacles to the helping process. Perceived deficiencies of integrating alcohol and drug education into professional contracts and aftercare issues will be examined. Ethical and professional obligations with professional licensing agencies will be explored.

The course is designed to assist all counselors and other clinicians to develop experience and skills needed to motivate and help troubled professionals.

**119 Family Therapy Approaches: Working with Families Suffering from Addiction**

**Instructor:** Claudia A. Blackmon

Families are frequently reluctant to become involved in treatment with the addicted family member, years of isolation, conflict, resentment and feelings of hopelessness. Family therapy is a powerful treatment approach that can break through the walls of resistance that frequently surrounds families struggling in recovery.

This course addresses the effects of chemical dependency within the family. Experiential techniques and demonstration family approaches will be integrated throughout the training, including specific techniques of each major family treatment model. The content will also include prevention and intervention family strategies, techniques to dismantle family hostility and relapse, coping and family dynamics, relationship and communication patterns and development issues of family recovery.

**120 Developing and Implementing Support Groups for Youth and Adolescents**

**Instructor:** Conrie Greene

This course will teach participants the fundamental components of, and techniques in organizing and facilitating, support groups. The course will focus on goals of groups, group process, group goals, group format, elements of a group, trouble shooting, skills and techniques of a leader, before groups begin and group strategies and interventions.
Recognize and understand the documentation of realistic goal setting, crises, psychological functioning, treatment planning, course of treatment, social history and discharge summary; and (3) have completed a written case presentation to submit for initial CADC certification.

Understanding the Research Base of Alcohol and Drug Prevention Programs

Instructor: Dennis M. Gorman

As the field of alcohol and drug prevention becomes more sophisticated and program funders increasingly demand evidence that prevention activities are effective, it has become essential that practitioners understand the research evidence pertaining to the programs and activities that they develop and implement.

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 policy initiatives designed to reduce the use and abuse of alcohol (e.g., restrictions on advertising and limits on outlet density) and the use of illicit drugs (e.g., interference and law enforcement) will be critically examined. In addition to these 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 reviewed.

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

How to Get the Churches Involved

Instructor: John T. O'Neil

Churches are potentially an ideal resource for providing information and assistance to individuals and concerned persons who need help with alcohol and drug problems. A variety of barriers have prevented the full utilization of this extensive network of facilities, motivation, and people. This course describes the practical steps needed to break down these obstacles and establish alcohol and drug information and assistance programs in the neighborhood church setting. How to recruit volunteers, provide the necessary training, establish clear emotional and capability boundaries, identify help resources, and educate congregations will be discussed. Extensive handout material and actual case studies will be used to gain proven ways to bring the churches into the alcohol and drug effort.
I was privileged to have had the opportunity to attend classes with knowledgeable and seasoned professionals."

"I had a great time, learned a great deal, and met many fun and interesting people. It was an outstanding experience and opportunity."

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Rutgers University requires this information to fulfill reporting requirements for Lifeline Learning credit established by the IRS under the Taxpayer Relief Act of 1997.

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

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Courses 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):

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☐ 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.

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FACULTY

Administration
Executive Director: Gail Gleason Milgram, Ed.D.
Administrative Assistant: Linda J. Allen

Program Assistant (SSA/D): Yahzida M. Collins
Program Assistant (AIDS): Lynn Young
Program Assistant (CPESS): Linda Simian

Instructors
The numbers following each listing refer to the courses taught.

David S. Anderson, Ph.D., Associate Professor, Center for the Advancement of Public Health, The Institute of Public Policy, Georgia Mason University, Fairfax, Virginia (920, 43, 91)
Gregory A. Birchett, M.S.W., C.A.S.A.C., Region Supervisor, Renaissance Project, Inc., Port Chester, New York (95)
Claudio A. Blackburn, M.S., Consultant, Lancaster, Pennsylvania (914, 30, 43, 77, 95, 119)
John Brick, Ph.D., Executive Director, Intoxikon International, Yardley, Pennsylvania (924)
Patricia A. Burke, M.S.W., L.C.S.W., B.C.D., Psychotherapist, Private Practice, West Baldwin, Maine (91, 53)
Anthony Connody, C.A.D.C., Supervising Habilitation Counselor, University of Medicine and Dentistry of New Jersey, University Behavioral Health Care, Newark, New Jersey (944)
Bruce Carruth, Ph.D., L.C.S.W., Clinician/Trainee, Boulder, Colorado (962, 136)
J. Calvin Chatton, M.D., Medical Director, Substance Abuse Services, Carrier Foundations, Belle Mead, New Jersey (968)
Michael Chenkin, M.S.W., L.C.S.W., C.A.D.C., C.C.S., Coordinator, St. Mary’s Hospital, Passaic, New Jersey (1129)
Ann Crowley, M.H.A., President, Crowley Consulting Group, Sherborn, Massachusetts (921, 38, 57, 60, 101)
Madeline Curren, M.S.W., Consultant, Private Practice, Brooklyn, New York (96, 35)
John E. Davis, Ph.D., Director, The Resource Group, Towson, Maryland (940, 29)
Bruce E. Donovan, Ph.D., Associate Dean, Chemical Dependency/Associate Dean of the College, Professor of Classics, Brown University, Providence, Rhode Island (963)
Raymond P. Dreitlein, Ph.D., C.A.D.C., Private Practice, Berkeley Heights, New Jersey (954)
Caroline M. Eick, M.A., Director, Training and Education, Pavilion International Treatment and Renewal Center, Mill Spring, North Carolina (947)
Carlton K. Erickson, Ph.D., Professor of Pharmacology/Toxicology, College of Pharmacy, University of Texas at Austin, Austin, Texas (985, 104)
Richard Esterly, M.H.S., President, Esterly Consulting Associates, Wernersville, Pennsylvania (916)
Renaldo L. Figueroa, M.A., N.C.A.C. II, C.A.S.A.C., Project Director, Rockland Alliance for Prevention, Spring Valley, New York (994)

Ted Flynn, Ph.D., C.F.S., Associate Professor, Department of Toxicology and Physiology, University of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark, New Jersey (942)
Dennis M. Gorman, Ph.D., Assistant Professor, School of Rural Public Health, Texas A&M University, College Station, Texas (9105, 129)
Connie Greene, M.A., C.A.S., C.S.W., C.P.S., Director of Program Development, Institute for Prevention, St. Barnabas Behavioral Health Care Network, Toms River, New Jersey (991, 120)
Thomas Griffin, M.S.W., Director, Program Development and Evaluation, Minnesota Institute of Public Health, Anoka, Minnesota (918, 41, 99)
David G. Hall, Ph.D., Personal Consultant/Therapist, Private Practice, Fitchburg, Michigan (963, 55, 56, 122)
Eileen B. Issacson, Ed.D., L.C.S.W., C.A.D.C., Licensed Marriage/Family Therapist and Psychodynamist, ERC Consulting, Milltown, New Jersey (969)
William J. Kane, J.D., C.S.W., Director, New Jersey Lawyers Assistance Program, New Brunswick, New Jersey (9100, 118)
Kenneth L. Kirkland, M.B.A, (Cand.), C.A.C., C.S.W., Adolescent Clinical Coordinator, MercyReflex After School, King of Prussia, Pennsylvania (952, 117)
John K. Kriger, C.A.D.C., C.P.S., Deputy Executive Director, Governor’s Council on Alcoholism and Drug Abuse, Trenton, New Jersey (958)
Lisa Laitman, M.S.Ed., C.A.D.C., Director, Alcohol and Other Drug Assistance Program for Students, Hartford Health Center, Rutgers University, New Brunswick, New Jersey (960)
Thomas B. Legere, Ph.D., C.A.S., Psychotherapist, Starting Point of New Jersey, Inc., Westmont, New Jersey (967, 89, 115)
Ted Lavay, M.S.W., L.C.S.W., Supervisor, Office of Drug Program Operations, Division of Parole and Community Programs, New Jersey Department of Corrections, Trenton, New Jersey (923)
Diarie Lindberg, C.A.D.C., Project Coordinator, Addressing Tobacco in the Treatment of Other Addictions Project, New Brunswick, New Jersey (918)
Victoria Lipinski, L.C.S.W., C.A.D.C., Clinician Supervisor, University Behavioral Health Care, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey (917)
Patti P. Lowakien, M.S.W., C.A.S.A.C., Social Worker, Office of Drug Program Operations, Division of Parole and Community Programs, New Jersey Department of Corrections, Trenton, New Jersey (923)
Robert I. Lyen, Ed.D., C.A.D.C., C.P.G., C.E.A.P., N.C.C., Director, Employee Assistance Program, Belford Medical Department, Piscataway, New Jersey, Professor of Addiction Studies, Fairfield Dickinson University, Madison, New Jersey (978, 88)
Robert Mackey, Ph.D., C.A.D.C., Chief of Clinical Operations, Community Corrections Corporation, Roseland, New Jersey (967)
Edward McDonnell, M.S., C.A.D.C., C.C.S., Director of Development, Oratory Pre-Pchool, Summit, New Jersey (292, 51, 93, 124)
Damian McElrath, Ph.D., Executive Vice President (retired), Recovery Services, Hazelden Foundation, Center City, Minnesota (831)
Albert McNamara, C.A.D.C., Private Practice, Hazlet, New Jersey (92, 65)
Fran Miceli, M.Ed., C.S.W., C.A.S., C.P.S., Regional Prevention Coordinator, N.J., Department of Health and Senior Services, Division of Alcoholism, Drug Abuse and Addiction Services, Trenton, New Jersey

Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey

Thomas J. Morgan, Psy.D., C.A.D.C., Research Associate, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey

Gail M. Moyer, M.S.W., L.I.C.S.W., President, Mayor Associates Recovery Services, Center City, Minnesota (R17, 46)


Craig Nakkelen, M.S.W., L.M.F.T., L.I.C.S.W., Family Therapist, Private Practice, St. Paul, Minnesota (R6, 31, 85, 107)

William T. Neely, Ph.D., Private Practice, West Chester, Pennsylvania (R16)

Jörgen Nissen, L.L.M., President, A.W.Consult, Copenhagen, Denmark (R27)


Gwen Olisky, MA, The Help-Itself Institute for Training and Therapy, Lansdale, Pennsylvania (R86, 125)

John T. O'Neill, L.C.D.C., Outreach Coordinator, Parish Social Ministries for the Diocese of Austin, Austin, Texas; Executive Director, Branson Research Communications Center (ARC), Kehl, Germany (R28, 95)

John Paden, M.D., Professor of Medicine, University of Medicine and Dentistry of New Jersey, New Brunswick, New Jersey (R18)

Cherry S. Sterman, M.S.W., C.A.D.C., C.A.D.C., Private Practitioner, Cherry S. Sterman Associates, Highstown, New Jersey (R92)

Roger Svendsen, M.S., C.P.S., Coordinator, Program Development and Training, Minnesota Institute of Public Health, Anoka, Minnesota (R18, 41, 56)

Michael J. Talieff, Ph.D., C.A.C., M.A.C., Assistant Professor, Pennsylvania State University, University Park, Pennsylvania (R60)

Alvin G. Taylor (Rev.), M.Div., Consultant, Harrisburg, Pennsylvania (R113)

Paula Toynbee, M.Ed., Director of Education, Hyacinth AIDS Foundation, New York, New York (R55)

Mark C. Wallen, M.D., F.A.A.S.M., Medical Director, Livingston Foundation, Bensalem, Pennsylvania; Clinical Assistant Professor, University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine, Cherry Hill, New Jersey (R4, 22)

Kevin H. O'Neill, M.S.W., M.A., L.C.S.W., C.A.D.C., Deputy Director, The Council on Compulsive Gambling of New Jersey, Inc., Trenton, New Jersey (R123)

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

Ronald T. Porcell-Eron, Ph.D., Clinical Psychotyperapist, First Things First, LTD, Eau Claire, Wisconsin (R15, 50)

David J. Powell, Ph.D., President, International Center for Health Concerns, Elast Granby, Connecticut (R12, 39)

Richard L. Powell, M.P.A., Coordinator, Alcohol and Other Drug Education Program for Training, Department of Health Education, Kirtland Health Center, Rutgers University, New Brunswick, New Jersey (R63)


Frederick Rotgers, Psy.D., Assistant Chief Psychologist, Southern Alcoholism Treatment and Training Center, St. Luke's Roosevelt Hospital Center, New York, New York (R74)

Diane Rullo, Ph.D., M.A., L.C.S.W., C.A.D.C., Clinical Social Worker, Rutgers University, Columbus, New Jersey (R115, 100)

Mel Sandler, M.A., M.S.W., L.C.S.W., C.A.S., C.E.A.P., B.C.D., Consultant, Private Practice, Fairfield, New Jersey (R71)

Jack M. Schibib, M.A., M.S.W., C.A.D.C., C.G.S., C.P.S., Director, Karle Counseling Service, Woodbury, New Jersey (R7, 34, 45, 76, 82, 110)


John B. Bade, M.D., Professor of Medicine, University of Medicine and Dentistry of New Jersey, New Brunswick, New Jersey (R18)

Chery S. Sterman, M.S.W., C.A.D.C., C.A.D.C., Private Practitioner, Cherry S. Sterman Associates, Highstown, New Jersey (R92)

Roger Svendsen, M.S., C.P.S., Coordinator, Program Development and Training, Minnesota Institute of Public Health, Anoka, Minnesota (R18, 41, 56)

Michael J. Talieff, Ph.D., C.A.C., M.A.C., Assistant Professor, Pennsylvania State University, University Park, Pennsylvania (R60)

Alvin G. Taylor (Rev.), M.Div., Consultant, Harrisburg, Pennsylvania (R113)

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Mark C. Wallen, M.D., F.A.A.S.M., Medical Director, Livingston Foundation, Bensalem, Pennsylvania; Clinical Assistant Professor, University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine, Cherry Hill, New Jersey (R4, 22)

James Wasser, M.A., Superintendent, Freehold Regional High School District, Englewood, New Jersey (R81, 102)

Bette Ann Weiss, Ph.D., L.C.S.W.-C., Clinical Social Worker, Private Practice, Bethesda, Maryland; Professor, Catholic University, Washington, D.C. (R11, 25, 64, 109)

Annie Wesley, C.C.C.S., President/Consultant, Ann and Sheila Wesley Associates, Bradley Beach, New Jersey (R18)

Sheila Wesley, L.C.A.D.C., C.C.C.S., Vice President/Consultant, Ann and Sheila Wesley Associates, Bradley Beach, New Jersey (R18)

Jose Whelan, C.S.W., C.A.D.C., C.P.S., Director of Program Development, Seabrook House, Inc., Seabrook, New Jersey (R121)

Barbara Harris Whitefield, R.T., C.M.T., Private Practice, Research House, Inc., Glen Gardner, New Jersey (R64)

Charlene L. Whitefield, M.D., F.A.A.S.M., Private Practice, Therapists/Researcher/Author, Atlanta, Georgia (R97, 114)

Douglas Zimbardo, Ph.D., M.P.H., Associate Professor/Director, Division of Addiction Psychiatry, Robert and John Kimlon Medical School, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey; Director of Addiction Services, University Behavioral Health Care, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey (R87)

Each of the six-hour seminars (8:00 A.M. to 4:00 P.M.) is approved for 6 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/ recertification by the Addiction Professionals Certification Board of New Jersey, Inc. (APCBB). The certification requirements for renewal of the New Jersey alcohol social worker license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 807 Allison Road, Piscataway, New Jersey 08854-8001. (Telephone 732-445-4317; Fax 732-445-3500).