RUTGERS

School of Alcohol and Drug Studies
June 10-15

2001

Institute of Alcohol and Drug Studies
July 8-13

Education and Training Division • Center of Alcohol Studies
ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen’s College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1854, and achieved university status in 1924. The university currently has thirteen undergraduate colleges and eleven graduate schools, and over twenty-one programs offering continuing education for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known both nationally and internationally as a leader in alcohol research, education, training, and documentation and publication of alcohol literature. The Center began at the Yale University Laboratory of Applied Physiology and Biodynamics over fifty years ago and moved to Smithers Hall at Rutgers University in 1952. Center faculty specialize in biochemistry, counseling, education, information sciences, neuropharmacology, neurosciences, physiology, psychology, sociology, and statistics.

ABOUT THE EDUCATION AND TRAINING DIVISION

The Center’s Education and Training Division founded the first Summer School of Alcohol Studies (SSAS), held at Yale University in 1943; SSAS was the locus of several important forces that shaped the alcohol field as it is known today. In addition to the SSAS, which is now the School of Alcohol and Drug Studies, the Institute of Alcohol and Drug Studies is conducted by the Education and Training Division.

“The school—known as the ‘Rutgers Experience’—is a week-long journey of knowledge, camaraderie, and networking.”

“By far the best program of addiction studies I’ve been to.”

“The school provided a unique chance to learn, retreat, heal, mature, risk, rest and have a great time.”
School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 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 1969. E.M. Jellinek, Sc.D., was the school’s first director. Howard W. Haggard wrote that the school was undertaken "as an experiment in social education" to make the findings of scientific research applicable to the actual problems of alcoholism in the community. The first school’s summer courses of study included physiology, alcohol and traffic, personality and constitution, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism. The first school had 82 students, the second, 147. The 2001 School of Alcohol and Drug Studies will be the fifty-ninth annual session. The director of the school is Gail Gleason Miligram, Ed.D.

Over the years, students have attended the school from each of the fifty states, from the Canadian provinces, and forty other countries. They include men and women who have played pioneering roles in the establishment of programs of treatment, education and research; and with the sponsorship of the Center of Alcohol Studies, Marty Mann, a student in 1944, founded the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism and Drug Dependence. The Rev. David Works, Ernest Shephard and Wayne Warner, with the help of Esther Henderson, founded the North Conway Institute in 1951. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Problems Association. More recent groups to originate at the Summer School are the National Black Alcoholism Council, Inc., and the National Association of Licensed and Lay Alcoholism Professionals, Inc. Today, the alumni are found in large numbers on the staffs of most 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, and interests. This diversity makes for personal interaction among the members of each year’s student body a unique and valued experience.

The emphasis in the school’s present curriculum is on specialized courses relating to alcohol and other drug issues; enrollment is open to professionals and lay persons with an interest in these areas.

COSTS

Tuition will be $950.00. For students studying on campus, two housing options are available: (1) an air-conditioned double occupancy room with private bath and one air-conditioned two-person apartment. University dormitories are non-smoking. Tuition is $950.00. Housing accommodations are provided in both housing options. University housing is not available for unregistered individuals.

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

APPLICATION DEADLINE/DEPOSIT

Applications will be accepted until May 15, 2001. 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 (on a U.S. bank) payable to Rutgers, The State University of N.J. or by Master Card or Visa (fill out appropriate information on application form). Deposit payments that are not received will be returned to the individual by mail. The official SADS application form, found at the end of the SADS section of this brochure, must be completed and sent to:

Linda Simun, SADS Program Assistant 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) 445-8300 E-mail: lsimun@cds.rutgers.edu

SCHOLARSHIPS

The School has no scholarships funds of its own. However, it does assist in the administration of full scholarships through the Alumni Association and to individuals, room and board, but not travel. The School also assists in the administration of the J. Seward Johnson, Sr. tuition scholarships (which do not include meals, room or travel). For information on the School scholarship, contact Mr. or Mrs. J. Seward Johnson, Sr. scholarships, note: Both of these scholarships are also offered at the Institute of Alcohol and Drug Studies.

Applications must be received by the end of the business day on May 31, 2001. Each applicant must send the following information: (1) a general personal application form (found at the end of each school session); (2) a letter from the candidate stating in addition, in standard form, any other evidence of the candidate’s background and work in the field; and (3) a letter of recommendation that addresses the candidate’s attributes and role in the field.

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

Alumni Scholarships

Alumni scholarships are supported by the 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 the Rutgers schools of alcohol and drug studies will receive priority consideration by the Scholarship Committee; (2) persons who have received an Alumni Scholarship in the past year cannot apply for another one.

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 in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
- Work full- or part-time, presently or in the recent past, in the alcohol field with: family and children of an alcoholic; patients who are misusing alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school alumni groups, 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 $50,000 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 tuition scholarships should describe the applicant’s work with young people and indicate how attendance at the School will improve his work with young people. Persons who have received a J. Seward Johnson, Sr. Scholarship in the past year cannot apply.

Hugh Gallagher Scholarship

The Hugh Gallagher tuition scholarship will be awarded to an individual who is working in the employee assistance field. The letter of application should describe the applicant’s work and indicate the time that he will spend at the School will impact on this work.

CERTIFICATE

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 counselor certification/recertification in most states. The Center of Alcohol Studies program meets the continuing education requirements for renewal of the New Jersey social work license/certification.

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

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DAILY TIME SCHEDULE

Sunday
12:00 – 5:00 p.m. Registration Sign-In
(Pre-registration required)
2:00 – 4:00 p.m. Lecture (Individuals who attend this lecture will receive an additional certificate for two hours toward certification/recertification.)
5:00 – 8:30 p.m. Dinner (Meal plan begins)
7:00 – 8:00 p.m. Lecture
8:00 p.m. Facilities are available for group consultations, as students request; for example, the fellowship of AA

“The social atmosphere, the group sharing, and the extensive networking with colleagues made this a great week.”

Monday – Thursday
8:00 – 10:00 a.m. Class*
10:15 – 12:15 p.m. Class*
Lunch
1:45 – 3:45 p.m. Class*
4:00 – 5:00 p.m. Special Interest Seminars
Dinner
7:00 – 8:00 p.m. Special Interest Seminars
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

Friday
8:00 – 12:15 p.m. Classes**
12:15 p.m. Awarding of Certificates

“*The diversity of student backgrounds makes the classes even more valuable.

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

Courses

Students are expected to register for three courses. The courses should be in the student's special areas of interest and qualification. The requirements for the courses and methods of evaluation are determined in the institution.

Each course will meet formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for The Development of Self [1]. Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult [2]. Ritual, Myth and Recovery [3] and The Diagnosis and Treatment of Chemical Dependency Disorders [4], each of which meets for four hours per day, plus four hours of outside work, for a total of twenty-four hours. Students accepted into these courses will take only one course during the 8:00 a.m. and 10:15 a.m. or 12:15 p.m. and 2:30 p.m. sessions. Class times are 8:00 a.m. to 10:00 a.m., 10:15 a.m. to 12:15 p.m., and 1:45 p.m. to 3:45 p.m.

8:00 A.M. – 10:00 A.M. (#1-23)

1 The Development of Self
(Both 8:00 and 10:15 sessions required.)
2 Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult
(Both 8:00 and 10:15 sessions required.)
3 Ritual, Myth and Recovery
(Both 8:30 and 10:15 sessions required.)

Instructor: Bruce Camath
Instructor: Patricia A. Burke

Instructor: Albert McIvor
Instructor: Mark G. Welan

Instructor: Bob and Mary Goulding
Instructor: Scott Peck and Jan Kastab-Zien

Course 1 continues the emphasis on basic chemical dependency and the individual components of the recovery process. Course 2 will focus on the development of self and the individual components of the recovery process. Course 3 will provide the students with an overview of the role of chemicals in the development of self and the individual components of the recovery process.

Instructor: David J. H. Williams
Instructor: Mark G. Welan

The course will provide a review of the chemical dependency areas that are covered in other courses and will also include a review of the chemical dependency areas that are covered in other courses. The course will also provide an overview of the chemical dependency areas that are covered in other courses and will also include a review of the chemical dependency areas that are covered in other courses.

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5 Working With African Americans C404 C508
Instructor: Gregory A. Bircbech
It has become increasingly more apparent that counselors and other service providers must be sensitized to diversity. This course focuses on the cultural components of diversity and the skills necessary for assisting and understanding patients from African American clients. The major goals of this course are to raise awareness of misconceptions about cultural backgrounds and to realize the impact of these belief systems on treatment and other service delivery areas.

6 Adolescence and Identity C402 C404
Instructor: Madeline Curwen
In order to develop a sense of oneself as an adult with one's own separate and individual identity, one must confront and struggle with the problem of the ego, the emotional and spiritual changes 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, sexual, and materialistic. But, as we know, alcohol and drug use do not protect or distance, even for a short time, without exciting a price. Alcohol and drug use are implicated in teen suicides, homicides, pregnancies, sexually transmitted diseases and eating disorders. This course will focus on three major tasks of adolescence: to achieve a coherent body image and personality, the establishment of group and individual relationships, and the achievement of emotional maturity. Particular attention will be paid to strategies by which an adolescent is alienated from these developmental tasks and at high risk for addiction and catastrophe. A variety of individual and institutional clinical interventions will be suggested.

7 Principle-Centered Therapy C402 C404
Instructor: Craig Noblen
This course will teach the core elements and components central to what the instructor calls Principle-Centered Therapy. PCT is a therapy that works with drug-added offenders who come from a 12-step-based treatment 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 principles and human drives that are embedded within all communication. It operates on the belief that achieving intimacy with oneself or with others will do with an individual, a couple's, or a group's ability to connect with, operate from and become immersed 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.

This course will teach the concepts of PCT by having the participants use the concepts of PCT with themselves and classmates. It will be a skill-oriented class, so participants must be willing and able to enter into a process of self-examination and self-accountability.

8 Brief Therapy Using Psychoanalytic Approaches with Substance Users: Alcohol and Other Drugs C230 C234
Instructor: Eileen E. Isaacson
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) medication assessment for change; (5) analytic intervention strategies; and (6) use of the therapeutic relationship in helping to promote change.

9 Essential Skills: Contact, Support and Letting Go in Addictions Counseling C402 C504
Instructor: Patricia S. Potter-Ebben
A counselor must make positive contact without getting hooked or emotionally dependent on the client. How do counselors approach these issues specifically? Is it possible to help a shamed person learn without more shame? How can you help a client: (1) develop a renewed sense of moral balance; (2) encourage self-love without promoting arrogance; (3) determine thoughtful boundaries; (4) let go of drugs and then let go? Is it OK to let go of a client by how you can do all these things and still let go of your client with good timing and without being over involved in immediate results?

This course will explore real techniques and strategies of contact, support, and letting go in the addictions counseling process. Assignments and experiments are designed to help the student increase self-awareness and increase skills in these areas.

10 Motivational Counseling and Addiction C201
Instructor: Bette Ann Weinstein
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 abuse and addiction, in addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it.

Other topics to be covered include: the characteristics and role of an effective counselor; motivational techniques; work-based and family intervention; and appropriate techniques for treatment.

The emphasis in this course will be on enhancing skill in helping clients become motivated to participate in additions treatment. This will be accomplished by means of lectures, application to participants' work settings and casework, and role plays.

11 Exploring Addiction Treatment and Personality Disorders C202 C204
Instructor: Diane Ruffo
An in-depth look at personality disorders will be presented. Developmental issues of the addict will be explored. Treatment issues that arise when working with addicted individuals who also have a personality disorder will be discussed. Obstacles and strategies working with the dual-disordered population will be outlined.

This course will demonstrate how recovery from drug and alcohol dependence is expedited by characteristics and psychopathology; discussions of countertransference and supervision will be held. Exploring relapse as a manifestation of acting out will be discussed. This course is didactic and experiential.

12 Treating the Self-Evaluative/Comparative Emotions C204 C204
Instructor: Roderick Ebben
Many emotions have been developed in order to ensure that individuals maintain their social bonds with others. These emotions are sometimes called the self-conscious emotions. They may also be labeled the evaluative/comparative emotions since they all involve people comparing their current behavior against various standards of performance, both their own and others. These emotions include shame, guilt, pride, embarrassment, jealousy, envy, disgust, and contempt. We will look at why and how people compare themselves, and the nature of comparisons, how each emotion registers this comparison process, and the various ways that they are related to the addictive process.

13 Families in Relapse, Families in Crisis: Relapse Prevention for the Entire Family C405
Instructor: Claudia A. Blackburn
Today, families continue to receive minimal support and guidance while the addict or alcoholic is receiving treatment. Likewise, the need for effective and helpful approaches has continued. What is it that draws the addict, rather than the entire family. This training adapts the various relapse prevention approaches and incorporates the main strategies that are effective. Informal relapse prevention and family treatment makes success for the whole family more likely.

This course will explore the family dynamics of relapse. This training is intended to give professionals an opportunity to gain practical experience with techniques that address relapse issues within the context of the family system. This is an experienced and carefully designed program in which participants will learn specific family relapse intervention skills and techniques through role plays, scripting and group exercises.

14 Life Management Skills for All C202 C508
Instructor: Jack M. Schreib
This is a Highly Interactive course with little bits of theory to the practices together. Exercises are chosen because they will help you help clients understand some of the cramping aspects of the addiction syndrome. The life management skills practiced and experienced will include: learning assertion, creative problem solving, stress management, social skills, value clarification, procrastination management, conflict resolution, esteem building, role awareness and role taking, rule making and social conscience, distinguishing and need, want and love, coping with low frustration skills, body response skills, making decisions, and disclosure style and trust style. You will have enough source material and a theoretical framework to start your own life management course for second stage recovery for children, teens, or adults.

Instructor: Thomas E. Lagere
All addicts are looking for something. This course will examine the common patterns of the addict's quest, and concentrate on the role of higher power in the process of recovery.

At the end of this course, the participant will be able to: (1) identify the common denominator of the addict's quest; (2) become familiar with the deeper psychological and spiritual issues of addiction; (3) begin making sense of the common social, moral, and spiritual issues of addiction; and (4) begin using different strategies to engage higher power in the recovery process. This will help the participant make the jump from denial to desire.

16 Understanding the Dynamics and Content of Intimate Relationships C504 C506
Instructor: Daniel A. Pinkowick
Intimacy in relationships is certainly much more than sexual involvement. True intimacy requires intense emotional sharing and almost complete self-disclosure. True intimacy requires authentic ego strength. In this course, participants will learn five distinct domains of an intimate relationship and how to nurture each of these qualities within themselves. Participants will explore and discuss how intimacy is measured and how this damage can be repaired during the recovery process.

17 Chemical Dependency and Compulsive Behaviors C402 C404
Instructor: Richard W. Eshler and William T. Mealy
Current research indicates that there are two types of chemical dependents -- the Sensation Seeker and the High Anxiety. These two primary types of chemical dependents have distinct social histories, personal characteristics and chemical use patterns. The interplay between these two types of chemical dependency and compulsive behaviors, namely sex and relationships, gambling, stealing, eating disorders, exercise, and other harmful behaviors, goes undetected and are powerful relapse triggers. Recent investigation by the instructors revealed that 76% 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 dependence and compulsive behaviors, including screening and diagnostic tools, the relationship to co-dependency and dual diagnosis, clinical implications and treatment strategies. Presentations will focus on case histories and group discussion.
18 Assessment and Treatment Planning for Alcohol, Drug Abuse and Process Addictions  
Instructor: Phyllis Reilly  
This course will review screening, assessment, evaluation, and treatment planning for social, behavioral and emotional problems and will include a biopsychosocial assessment format that includes DSM-IV diagnosis, History of addictions and other abuse, psychological and physical health, risk factors, family history, lifestyle, sexual, cultural, spiritual and legal variables; analysis of clinical 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 time-limited objectives and interventions by modality. These formats will comply with JCAHO's criteria.

20 Tobacco Dependence Fundamentals  
Instructor: John Slade and Jonathan Fouled  
The course will provide participants with a foundation for understanding the tobacco problem, the public health implications for tobacco use, dependence and treatment, and clinical foundations for treating tobacco dependence.

Promising Prevention Strategies for Youth and Their Families  
Instructor: Thomas Griffee and Roger Svendsen  
This course will review promising strategies currently in use in schools and community-based programs to prevent youth tobacco and alcohol use and misuse, Parent community approaches, social influences, model curricula, positive youth development programs, and received the 2007 Student Award for Excellence in Tobacco Prevention Education.

Toxicology and Drug Analysis  
Instructor: Richard K. Peterson  
This course is intended for health care professionals who work with people who use drugs. The content includes the pharmacology of the major drugs of abuse, detection of drugs in urine and blood, and the interpretation and implications of the results.

22 Professional Ethics  
Instructors: Ann Crawford and James Emmett  
This course investigates the current ethical issues in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for reaching ethical decisions in the workplace. The course examines the ethical theories that underlie decision making in organizations. It is particularly helpful for the clinician who is in a supervisory position and is responsible for providing clinical supervision within an organization.

Professional Ethics  
Instructor: Ann Crawford  
This course is designed to provide professionals with a framework for making ethical decisions in their work. It covers the principles of ethics, the importance of ethical practice, and the role of the professional in ethical decision making.

23 Employee Assistance Program (EAP)  
Instructor: William J. O'Donnell  
This course will cover the history of occupational counseling programs, revitilize the SAP core technology and address issues facing EAP professionals today including: (1) threat of violent situations in the workplace; (2) stress due to organizational changes such as downsizing, reorganization, layoffs; (3) critical incident stress debriefings; (4) compliance with DOT drug testing regulations; (5) accessing appropriate and adequate treatment; (6) workplace drug screening; (7) certification of professional and programs; (8) E-EAP (internet services); and (9) what happens in SAP and what does this mean for you.

24 The Diagnosis and Treatment of Chemical Dependency Disorders  
Instructor: Mark C. Wallen  
This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an opportunity to acquire some basic knowledge in the areas of treatment, intervention and habilitation of patients with chemical dependency disorders. The first part of the course will focus on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Various case histories will exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

Neuropharmacology: Drugs, the Brain and Behavior  
Instructor: John Brick  
Neuropharmacology is the fascinating study of the interaction between drugs, the central nervous system and behavior. This course provides a solid foundation of basic neuropharmacology and introduces the most recent and interesting scientific discoveries. Specific topics to be covered include:  
- Drug action and mechanisms of action  
- Drugs to be discussed include: alcohol, therapeutic medications (e.g., antipsychotics, antidepressants), nicotine, illicit drugs (e.g., marijuana, cocaine, hallucinogens), and opioids — the most rapidly increasing and dangerous form of drug abuse in the United States.
From Abuse to Dependency: Understanding the Process
Instructor: Thomas E. Lagere
This course will provide a good, overall introduction to the disease of substance abuse and its effects. We will explore the step-by-step progression of the disease on every level: physical, mental, emotional, and spiritual. We will also look at the differences in the way a person may develop substance abuse or addiction. In addition, we will examine all of the major defense mechanisms that people use. The course is designed to familiarize students with all of the basics in the field of alcohol and drug dependency.

Screening, Intake, Orientation and Assessment of Alcohol- and Drug-Abusing Patients
Instructor: Edward McDonnell
This course will concentrate on assessment skills and their relationship to the core function areas of screening, intake, clinical assessment, and treatment planning. It will provide an overview of the process that enables a counselor to identify and evaluate a client's strengths, weaknesses, problems and needs in order to develop an appropriate plan. The course will focus on the information necessary for the CAOC certification process and clinical/written examination.

The Intervention Process
Instructor: Jorgen Nissen
The methods described are based on the Johnson Institute model of intervention. The course will deal with the intervening mechanisms that affect the client and others close to the client and will focus on how to penetrate the wall of denial in a dignified manner. This course will cover family interventions and interventions at the workplace. The aspects of dual interventions and joint sessions will also be covered.

Psychological Therapies: Finding the Flight Therapy for the Recovering Client
Instructor: Betty Ann Weinstein
Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the techniques used by health professionals. Using the case study method, this course will first discuss each therapy model and then apply its principles to specific problems. This course is designed for recovering alcoholics, addicts and co-dependents. In addition to filling the symptomatology and problem area, therapeutic approaches should also fit the personality characteristics of both the patient 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 manipulating or discouraging. Likewise, the same problem can often be addressed equally effectively by very different therapeutic approaches, depending on the expertise and the personality style of the therapist. This course will present several therapeutic approaches and their applicability to various psychological and physical health problems commonly experienced in recovering clients.

Cognitive-Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients
Instructor: Claudia A. Bleichman
Anxiety and mood disorders are more common than any other disorders in the treatment of addicted men and women. Consequently, these conditions can be responsible for failure to complete treatment, treatment with poor retention and chronic relapse. In addition, we will examine all of the major defense mechanisms that people use. This course is designed to familiarize students with all of the basics in the field of alcohol and drug dependency.

The Spirituality of Addiction
Instructor: Craig Nilsen
This course focuses upon spirituality as a major component of the addiction recovery process. The instructor will explore with the class the nature of addiction and the varieties of spiritual experience. 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 as a road map to personal reformation. The instructor will discuss the principles, power and practice of discernment and suggest how these can be applied to addiction recovery. This course will be an 11-step recovery program. The instructor will discuss how addiction takes over our lives and drives and reduces the individual to a predator state. In so doing, addiction pulls the person away from his/her own spirit and his/her spirituality, for it is truly human to be truly spiritual and to be truly spiritual is to be truly human.

Defence Mechanisms and Conflict Skills Training
Instructor: Chelly Stemman
Designed for those who provide direct clinical services in the addictions field, this course works with defense mechanisms as manifest and repressed, and enables the client to retain important functions in his/her life. During the course, strategies will be demonstrated which make way for more functional lives when adopted by clients in treatment. Confrontation’s meaning then is that of motivating clients to take risks with life strategies that will lead them toward healthier and more fulfilling lives having an increased repertoire of coping skills. This course will also provide clinicians with skills to assist addicted clients in moving rigid defense strategies into meaningful forms of conflict resolution and skills to use confrontation to allaince with these clients.

Cultivating Emotions in Recovery
Instructor: Jack M. Schibbi
Cultivating emotion in recovery is more than asking clients how they feel. We will present a theoretical model for evaluating and changing emotion in recovery. Firstly, we will explore the basic range of human emotion and the emotional functions of the addiction. We will present an understanding of the origin and ordinary development of healthy emotion. Secondly, we will explore how to heal the developmental deficit in clients who do not experience, identify or express emotion. We will examine the magnification and blunting of emotion which appears in affective disorders involving sadness, anxiety, shame, anger, guilt, fear, and trauma. This will include using assessment instruments. Thirdly, we will try to practice techniques for helping clients examine their emotional biographies for each major emotion. We will explore what happens when one emotion dominates a person’s life (for example, anxiety, fear, anger) and how to renegotiate this emotion with the range of healthy emotional experiences. Fourthly, we will practice techniques to help clients enhance their emotional self and their overall basic identity (BASI ID). In summary, you will have a master treatment plan for treating emotional deficits including a full range of cognitive, behavioral, affective, experiential strategies for constructing an outpatient or inpatient treatment program (individual, couples, family or group process) for cultivating emotion in recovery.

Post-Traumatic Stress Disorder and Addiction
Instructor: Madeline Curren
Post-Traumatic Stress Disorder (PTSD) develops in response to intense trauma situations in which one is rendered powerless and where great danger is involved. Many who suffer from PTSD begin undergoing withdrawal symptoms after leaving the immediate environment of the trauma. The symptoms for others who are already abusing a substance, that is, a dual diagnosis client, may exacerbate the symptom. Teaching a traumatic event’s impact on behavior. This course will demonstrate when and how one can work at PTSD manifests itself physically and emotionally and its relationship to trauma, addiction and co-dependency within three groups: (1) Blue Bloods, (2) Women, (3) Mothers of physical and/or emotional abuse, and combat veterans). Special emphasis will be placed on understanding the intersection between dissociation and denial, the levels of victimization, the need to avoid re-victimization, and the importance of empowerment. Lectures, discussions, small-group process and guided meditation will be used.

The Halfway House Experience
Instructor: Patrick S. Pottier-Ellen
Long-term recovery is often based in finding the grounding and balancing path of the heart that is unique to each person. The heart-connection helps cut into the intellectual tangles of addiction like false reasoning. It counters self-hate, self-fulfilling and emotions, which underlie blame. It is a promoter of moral and spiritual growth and decent self-care. Since the heart is the place that is stronger than the brain, research is ongoing regarding its influences. This course addresses how to use heart connection and how to teach healthy heart connection to a recovering person. It includes recently discovered ways to support yourself, as well as ways others can be understood and processing. Prior skill and techniques, strategies, and experiments will be offered to demonstrate things written about and experienced in the present as well as the past.

Relapse Prevention Therapy
Instructor: Don L. Mayer
Current research indicates that a clear majority of people treated for chemical dependency return to chemical use. This course often helps those that are different from those clients who are able to sustain abstinence. This course will offer skill development and an overview of the major schools of thought that are defining emerging models of addiction treatment. This course will also focus on the role of self-esteem in the relapse prevention process. Emphasis will be placed on problem-focused relapse prevention models and solutions for specific relapse triggers. Special emphasis will be placed on working with the client’s family and larger social system.

Teaching the Heart Connection in Recovery
Instructor: Patrick S. Pottier-Ellen
This course is an introduction to the ways in which the heart can be understood and practiced. It demonstrates ways to develop a more wholesome connection to the body and to self and others through the heart. This course is for those interested in increasing their awareness of the heart and its connection to the rest of the body and to the self.

Action Speaks Louder: Using Creative Group Techniques in (and out of) a Managed-Care Environment
Instructor: Dianna Ellenstein
This interactive course will demonstrate a series of culturally sensitive, progressive, skill building, experiential group activities compiled from a wide variety of creative group therapy modalities which are appropriate for the managed care environment. Participants will learn the use of hands-on techniques that are high in impact and low in cost, while maintaining contact with the theoretical underpinnings of the group process and the client. The course will provide case scenarios for practicing the group intervention.

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41 How to Be Your Own Therapist

Instructor: David G. Hall

This course focuses on the necessity and the strategies of self-help in the treatment of substance abuse, and how to remain focused on his or her client. This becomes a mental self-care process which is at the heart of everyone's lives. Using cognitive therapy as a base, this course will help participants develop a personal plan of mental self-care to avoid stress reactions before they happen. The central theme of this class is how to gain more satisfaction from the life you lead.

42 Problem Gambling Component for an Alcohol/Drug Treatment Program

Instructor: Arnie Wexler and Sheila Wexler

In this course, the similarities and differences between alcoholism and gambling addiction will be reviewed. Understanding the theoretical framework and factors underlying the causes of compulsive gambling will be discussed. Assessment and treatment plans for co-occurring disorders (e.g., pathological gambling, sociopathological gambling, etc.) related to compulsive gambling, methods of treatment, and rehabilitation approaches will be presented. Techniques and strategies to develop and implement a comprehensive gambling component in an existing alcohol/drug treatment program will be provided and resources for clinicians will be recommended.

43 Campus Drug and Alcohol Abuse 2: Strategies for Meaningful Approaches

Instructor: David S. Andersen

Implementing comprehensive campus-based alcohol abuse prevention requires a long-range perspective with a clearly defined strategic planning process. Further, it requires a refined understanding of college student development tasks and strategies for addressing these in proactive meaningful ways. This course takes a close look at the nature and appropriateness of strategies for meaningful college campus-directed prevention programs and blinding knowledge of its skills development and state-of-the-art research.

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 and educators improve the health climate for college students and young adults; (b) the experiences of the Failing Teen Parenting Tool Form, and (c) an interview of the people with the health and educational needs of the world. As the course concludes, participants will emerge with a thoughtful understanding of today's college students and the skills needed to effectively address these emerging needs. Participants will design a reasonable, appropriate plan of action to assist in developing or enhancing a needs-based campus approach and provide the foundation for documentation of results.

44 Community Based Prevention Strategies: Promises and Pitfalls

Instructor: Thomas Griffin and Roger Swendsen

Local communities and local people have created many strategies to achieve a common goal of improving community-wide prevention efforts. Some of these efforts are well-funded by federal and/or state agencies, private foundations or local government. Other initiatives are based on little or no financial support, and depend on volunteer time and in-kind contributions of prevention and intervention staff. The purpose of this course is to examine the question: What are the lessons being learned by these community-based prevention coalitions? The course will identify promising strategies and approaches being used and assess their contributions to effective prevention implementation, evaluation and procedures and preliminary findings regarding both coalition processes and outcomes. Examples of promising strategies will be identified. Terms that will be considered include: youth-focused curricula; school-based curriculum; the community-based curriculum as opposed to tax, large registration and server training; and comprehensive community-wide projects that include multiple approaches.

45 It Does Make a Difference: Gender and Sensitive Treatment

Instructor: Claudia A. Blackburn

Men and women have specific issues that create barriers to obtaining services. Gender differences are being recognized. It will be intended to give professionals in the chemical dependency field an understanding of the unique gender issues surrounding treatment. Program strategies and treatment approaches are presented. The course will emphasize 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 of the trends within the addiction field will be presented, along with current research highlighting gender specific responses to treatment and aftercare. Gender, specific patterns of use, treatment resistance, clinical presentation and relapse are explored. Treatment program recommendations, treatment planning considerations, and the need to deal with the current limitations in most outpatient and inpatient treatment facilities are explored.

46 The Dually Diagnosed Patient: Identification and Treatment

Instructor: Anthony Cannady

This course will discuss treatment issues that arise when working with the dually diagnosed who are placed on developmental frameworks and how they overlap in treating the dually diagnosed client. Assessment tools and treatment planning strategies, as well as case studies, will be explored.

47 Assessment and Referral Interviewing

Techniques Designed to Reach the Client

Instructor: James F. Emmer

This course is designed to enable intake counselors, EAP 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 will be introduced as a series of strongly defined and/or self-deception to recognize their illness for what it is and to accept it for further treatment. By gathering the needed information and assessment level and the most appropriate treatment modality can be selected and the treatment plan can be developed.

The course will consist of approximately three hours of lecture and interactive discussion of the concepts and techniques; six hours of supervised interviewing in groups of two to three; and a one-hour video of a model interview. In addition, there will be approximately two to two and one-half hours of required reading. It will be fulfilled to the participant on the first day of class. 

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Upon completion of the course, it is expected that the participant will (1) be fully acquainted with this assessment/helping interview; (2) be fully acquainted 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.

52 Individual and Group Activities with Adolescents C020
Instructor: Medeline Curren
Counseling is designed for those who have knowledge of adolescent development issues. Working with adolescents can be demanding, challenging, heart breaking and hilarious. The counselor needs to have an understanding of adolescent development, a repertoire of individual and group skills, sensibility, and a willingness to hear the adolescent voice. Using videos, poems, and stories, we will look at adolescents as they struggle with issues of relationships, substance abuse, and violence. Then, through participation in discussion, creative activities, and group games, participants will learn to build and retain therapeutic relations with them.

53 Treating Power/Control, Sensation and Security Addictions C021
Instructor: Caroline Eck
Clinical experience reveals that after a client has been treated for a recognized addiction, often another individual or group is identified. It is not unusual to witness a family or peer group person turning to one or more new compulsive behaviors (gambling, workaholism, compulsive eating, relationship addiction, etc.) during a period of abstinence.

This course will help clinicians identify the underlying core additions (power/control, sensation and security) and the competing belief systems that shape clients’ self-perception and sustain and fuel clients’ process and substance addictions.

Participants will be introduced to the Descartes Unfolding Model of Addiction that provides a therapeutic approach that (1) facilitates breakthrough through the superimposition of the addiction role; (2) helps the client identify and diffuse thoughts and emotional patterns that lead to addictive behaviors; and (3) armors the client to access spiritual strengths and reconnect with the true self.

This course will discuss characteristics of a desirous therapeutic alliance involved in facilitating shifts in self-perception from addiction self to true self; techniques of the ego/identity drama therapy as an active treatment approach will be introduced.

54 Integrating Spirituality into the Therapeutic C050
Process with Addicted Adults C050
Instructor: Patricia A. Burns
For years the spiritual component of the recovery process has largely been ignored or avoided in the Twelve Step process such as Alcoholics Anonymous. Recently, however, there has been an increased awareness among secular and religious communities of the need to address spiritual issues and processes as adjuncts to more traditional medical and psychotherapeutic interventions in the addictive process. This course will explore some of the latest thinking on the value of

55 Twelve-Step Spirituality C040
Instructor: Thomas E. Legere
The purpose of this course is to explore in-depth the spiritual nature of the 12-step philosophy. We will examine the origins of the 12-step philosophy focused on the psychology and the spirituality of each of the steps. The course, geared toward those helping individuals in recovery, will be fun, practical and down-to-earth. Expect to come away with substance, discussion and examination of case studies.

56 How to Use the Big Book (Alcoholics Anonymous) In Your Treatment Program C020
Instructor: Fred T. Reith
This course is designed for professionals who want to learn about the basic text of Alcoholics Anonymous. The course will show you how to dictate Bill Wilson’s writings and expose the wealth of information contained in his masterpiece. We will use excerpts from the textbook in this study and will demonstrate how to integrate this material into the participants’ respective treatment programs.

57 Creating a Legacy of Life: Incorporating Holistic Health Approaches C050
Instructor: David S. Anderson
Questions such as “Where are you heading with your life?” “What lessons are you learning and living?” and “In what ways do disease of drugs or alcohol affect the accomplishment of your legacy?” are explored in this course. The format is that of after-care services.

This course emphasizes a developmental approach to substance abuse services, both for the individual and for leadership personnel building these efforts. The emphasis is on holistic life health strategies which emerged from a national vision groupthink tank process which sought to examine substance abuse. The seven life health principles include: values, self-care, relationships, community, and nature and service; and they are incorporated in Clearing Your Course: Lifelong Guide to Health and Compassion. Through attention to social and spiritual processes, the seven life health principles promote healthy living; simultaneously, these principles promote holistic health, personal development, and citizenship. Group participants will gain skills in implementing the vision group

58 Letting Go of Anger C040
Instructor: Roland Potter-Ellen
Excessive anger is a well-documented problem with addictive clients and those in recovery. However, there has been little emphasis on connecting specific anger styles with recovery issues. In this class we will look at anger styles: anger avoidance, passion, aggressivity, and cognitive and cultural issues. Through case study, role play, and group discussion, we will focus on anger as a tool of survival, an expression of envy, and a strategic tool. Any anger that is exchanged during the group will be contrasted with so-called healthy anger and related to the addictive process.

59 The Practice of Rational Emotive Therapy (RET) in Relapse Prevention C020
Instructor: Edward McDonnell
The purpose of this course is to discuss how Rational Emotive Therapy (RET) can be effectively used to aid clients in preventing and reduce relapse for addicts in early recovery. The course will explore the conceptual foundation of RET and describe new applications of RET to be used in conjunction with the philosophy of 12-step programs in order to identify relapse triggers. The therapeutic processes of RET will be demonstrated in class by having the students use new innovative concepts on themselves and classmates.

60 Strategic Planning for Treatment Services C020
Instructor: Ann Growley
Treatment organizations dedicated to providing quality service and innovative treatment planning use strategic techniques to ensure the survival and growth of their organizations. Planning also ensures that the organization maintains its competitive edge in the marketplace and is prepared to respond to the next wave of managed care regulations. Managers must balance service, quality and cost, while providing the patient treatment services at costs reasonable for both the patient and the payer. Critical thinking is vital to the planning needed to respond to the changing needs of the patient, the organization and the marketplace.

This course examines management and organizational issues that will enhance the student’s ability to successfully bring his/her organization into the new millennium.

61 Getting Unstuck: Using Creative Group C020
Techniques To Add Vibrancy and Joy To Group C020
Instructor: Barbara Lynn Eisenstadt
This hands-on course will cover a series of culturally sensitive, progressive, skill building, experiential group activities compiled from a wide variety of creative group therapy modalities.
64 Treatment in Community Corrections

**Instructor:** Robert Mackey

This course outlines how to implement and maintain an addiction treatment program for addicts and offenders through community corrections. Students will understand: (1) how residents earn more responsibilities and respect as they progress in their treatment; (2) how to link addiction, drug dealing and criminal thinking treatment into a cohesive treatment program; (3) how to develop a clinical culture in each setting so that all opportunities to gain insight and change behavior are utilized; (4) how clinical assessment instruments are selected and adapted for program use; (5) how program structure, personnel maintenance and consistent staff behavior establishes a stable therapeutic community; (6) how lesson plans, workbook exercises and clinical approaches are coordinated; (7) how external locus of control is replaced with internal locus of control through PERT as a theoretical and practical framework of clinical care; (8) how to implement a family program (both formal and informal); and (9) how to develop an alumni program.

Course Schedule:

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65 Tobacco Control and Prevention

**Instructors:** Thomas Griffin and Roger Svendsen

In the wake of settlements with the tobacco industry triggered by a variety of lawsuits with the tobacco industry, schools and community groups throughout the country are expanding their efforts to prevent tobacco use by underage youth. This course will describe the results of a 1998 project to identify "Best Practices" in school-based tobacco use prevention programs and outline similar efforts to improve community-based tobacco use prevention. It 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.

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

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

**Instructors:** Lisa Lathian and Richard L. Powell

The 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 on three areas: (1) campus alcohol and drug policy; (2) education, training and prevention; and (3) clinical intervention. Participants will be exposed to both current approaches and emerging strategies that are designed to minimize collegiate substance abuse and its consequences. Through lectures, demonstration, interactive discussion, role play and problem solving, participants will examine new strategies and resources for dealing effectively with the problem of substance abuse on college campuses. Emerging initiatives in the areas of substance-abuse living arrangements on campus, partial-residential and student assistance approaches to intervention and the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.
### GENERAL APPLICATION FOR
**SCHOOL OF ALCOHOL AND DRUG STUDIES**
**JUNE 10-15, 2001**

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<th>Social Security No:</th>
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<th>Rutgers University requires this information to fulfill reporting requirements for Lifetime Learning credit established by the IRS under the &quot;Taxpayer Relief Act of 1997.</th>
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<th>Certification (Alcohol/Substance Abuse Counselor):</th>
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<td>If yes, which state:</td>
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Describe your present duties (continue on other side if needed):

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**Faculty and Students**

"The faculty welcomed everyone with open hearts and filled our minds and souls with an abundance of pertinent and useful knowledge."

"The experience was more than I'd expected. The instructors were world class!"
Institute of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 2001 Institute of Alcohol and Drug Studies is directed by Gail Gleason Milgram, Ed.D. The Institute is a part of the Education and Training Division of the Rutgers Center of Alcohol Studies.

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

ABOUT THE CAMPUS

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

Also located on the College Avenue Campus is the Alexander Library. The libraries of Rutgers University are available to Institute participants.

Rooms. Two housing options are available for students: an air-conditioned double occupancy room with private bath and an air-conditioned two-person apartment. University dormitories are non-smoking buildings; linen, towels, and maid service are provided in both housing options. University housing is not available for unregistered individuals.

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

ADMISSION

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

COSTS

Tuition will be $595.00. For students staying on campus, two housing options are available: (1) an air-conditioned double occupancy room with private bath, and (2) an air-conditioned two-person apartment. 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 is as follows:

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<th>Item</th>
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<tr>
<td>Tuition</td>
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<tr>
<td>Room/Meal Plan</td>
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</tr>
<tr>
<td>Total</td>
<td>$960.00</td>
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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 in the school. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank and be made payable to Rutgers. The State University of N.J. MasterCard and Visa will be accepted. Any deposit payments that use wire transfers will be charged an additional $25.00 fee.

Treatment facilities/governmental agencies/etc. that register ten or more individuals for the Institute and/or School of Alcohol and Drug Studies 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 4.5 CEU (42-hour) program (i.e., three courses, lectures/seminars). The certificate received by an individual who is taking 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 $220; two courses are $440. (Housing accommodations are not available to students taking this option.)

APPLICATION DEADLINE/DEPOSIT

Applications will be accepted until June 12, 2001. 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 N.J. or by MasterCard or Visa (fill out appropriate information on application form). Deposit payments that use wire transfers 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:

Johanna Collins, IADS Program Assistant Center of Alcohol Studies Rutgers, The State University of New Jersey 607 Allison Road Piscataway, New Jersey 08854-8001 Telephone: (732) 445-4317 FAX: (732) 445-3500 E-mail: collinaj@dru.rutgers.edu

SCHOLARSHIPS

The Institute has no scholarship funds of its own. However, it does assist in the administration of full scholarships through the Alumni Association which covers tuition, room, and meals, but not travel. The Institute also assists in the administration of the J. Seward Johnson, Sr. scholarship (which do not include room, meals or travel). Applicants can apply to either the Alumni or the J. Seward Johnson, Sr. scholarships. Note: Both of these scholarships are also offered at the School of Alcohol and Drug Studies.
July 8 – July 13, 2001
Institute of Alcohol and Drug Studies

Scholarship applications must be received by the end of the business day on April 12, 2001. Each applicant must send the following information: (1) a completed application form (found at the end of each school section); (2) a letter from the student stating why their selection for scholarship help 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 role in the field.

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

Alumni Scholarships

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies. The requirements listed below must be fulfilled for the scholarship to be reviewed by the Scholarship Committee. Please note: (1) candidates who have not previously attended one of the Rutgers schools of alcohol and drug studies will receive priority consideration by the Scholarship Committee; (2) persons who have received an Alumni Scholarship in the 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. Documentation of hours toward certification received to date should be included in the packet;
- have completed a degree with a family and children of an alcoholic/ people who are missing 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. Appliance will be required to sign a form verifying their annual salary is less than $50,000 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 tuition scholarships should describe in detail the individual's work with young people and indicate how attendance at the institute will impact on this work. Note: Persons who have received a J. Seward Johnson, Sr. Scholarship in the past year cannot apply.

CERTIFICATE

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 counsellor certification/seminarization in most states.

DAILY TIME SCHEDULE

Sunday
12:00–5:00 p.m. Registration Sign-In (Pre-registration required)
2:00–4:00 p.m. Lecture (individuals who attend this lecture will receive an additional certificate) Award of Certificate/Seminarization
5:00–8:30 p.m. Dinner (Most plan begins)
7:00–8:00 p.m. Lecture
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

Monday – Thursday
8:00–10:00 a.m. Class*
10:15–12:15 p.m. Class*
1:45–3:45 p.m. Class*
4:00–5:00 p.m. Special Interest Seminars
7:00–9:00 p.m. Special Interest Seminars

Friday
8:00–12:15 p.m. Classes**
12:15 p.m. Awarding of Certificates

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

COURSES

Students are expected to register for three courses. The courses should be in the student's special areas of interest and qualification. The requirements for the courses and methods of evaluation are determined by the instructors.

Each course will meet for four hours per day, plus two additional hours of outside assigned work, for a total of twelve hours per week. The following approach to Clinical Practice with Chemically Dependent Adults (675), Redecorating (669), Motivational Skill Building (669), Beyond Addiction: Counseling for Transformation (710), The Criteria of Emotional Maturity (711) and Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PPG-3R for Assessment, Treatment Planning, and Documentation (725), each of which meets for four hours per day, plus four hours of outside work, for a total of twenty-four hours. Students accepted into any of these courses will take only one course during the 8:00 a.m. and 10:15 a.m. or 1:15 p.m. and 4:15 p.m. sessions. Classes will begin at 8:00 a.m., 10:00 a.m., 1:15 p.m., and 4:15 p.m. to 5:45 p.m.

8:00 A.M. - 10:00 A.M. (675-687)

67 Soul Work: An Integrative Approach to Clinical Practice with Chemically Dependent Adults (Both 8:00 and 10:15 sessions required) Instructor: Patricia A. Burke

*To Jung the Heart of the psyche remains "divinely created nature" challenging the soul to engage in the fullness of creation.

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, imagination, poetry, story and the sensate wisdom of the body. The journey of healing from chemical dependency begins with awakening the sensate wisdom of the body. This journey is shared with the soul, the person and the group.

As the journey deepens recovery focuses on challenging negative thinking, identifying and expressing feelings and building self. In the context of this experience, the soul's journey can therefore follow the soul's longing to fully engage in the rich texture of life and experience the unity of creation. This is what is meant by spiritual awakening.

This course will explore the meaning of soul in this advanced stage of recovery and the relevance of soul as archetypal image, symbol and metaphor. Psychotherapy will draw from a variety of psychotherapies, spiritual and creative arts, such as Jungian analysis, Gestalt Therapy, Psychodrama, Gestalt Therapy, Pathwork Process, meditation, mindfulness, spiritual inquiry, poetry, mythology and story telling, 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 and body awareness, and large group process and writing practice. Participants will be expected to actively contribute in class, to reflect on the experience for one and a half hour a day in a small, supportive and fun environment. In addition, there will be time for participants to explore personal and professional strengths and weaknesses.

A brief review of the concepts of denial and motivation will be presented and a discussion of usual exercise will be designed to promote the personalization of the materials. Techniques for eliminating denial and maximizing motivation will be demonstrated through both discussions and role plays of current cases.

69 Redecorating (Both 8:00 and 10:15 sessions required) Instructor: Bruce Carruth

As young children we make powerful and important decisions about the nature of the world around us and how we should conduct ourselves to survive and grow in our unique environment. These early decisions are reinforced in later childhood, adolescence and young adulthood can lead to patterns of behavior that reinforce low self-esteem, inhibit interpersonal relationships and foster emotional constriction. In addition, chemically dependent persons make significant decisions about such life issues as self-trust, emotional connectedness and integrity based on life experiences during active addiction. In sobriety, the recovering person has the opportunity to consciously reconsider decisions about coping strategies and life issues that will lead to more positive patterns of behavior and greater fulfillment in life.

The process of redecorating is inherent in many approaches to psychotherapy, but has been most explicitly described in the work of Carl Rogers, Sir. These courses will consider the work of the Coghillings and other transatlantic analysts, along with contemporary strategies (Integrative Psychotherapy, Gestalt Therapy, traditional psychodynamic therapies and the cognitive therapies. Emphasis in the course will be on helping experienced clinicians integrate a redecorating process into their own approach to counseling and psychotherapy.

This experimentally based course endeavors approximately equal time to presentation of theory, clinical demonstration, personal growth and group process. Participants will be expected to join in personal exploration and group process in the classes.

69 Motivational Skill Building (Both 8:00 and 10:15 sessions required) Instructor: Bettie 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 clinical training skills. To 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 joining and the personal potency of the counselor/therapist has been shown to be most effective. Academic learning alone is insufficient; therefore, there will be ample opportunity to practice the skills in a small, supportive group. In the course, participants will explore personal and professional strengths and weaknesses.

A brief review of the concepts of denial and motivation will be presented and a discussion of usual exercise will be designed to promote the personalization of the materials. Techniques for eliminating denial and maximizing motivation will be demonstrated through both discussions and role plays of current cases.
Institute of Alcohol and Drug Studies
July 8 – July 13, 2001

70
Bayesian Addiction: Counseling for Transformation
(Coursed on 30th and 10:15 sessions required.)
Instructor: Albert McNamara
Following the initial recovery phase, many clients present involvement in repetitive cognitive and behavioral patterns similar to their addictive behavior, which often result in relapse and 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 and exploring these patterns, transforming these approaches to emerging conflicts and time competent resolution techniques. Participants will explore counseling approaches that are geared to developing self-awareness and self-admission via the use of reframing, visualization and creative self-expression.

71
The Criteria of Emotional Maturity
(Both 6:00 and 10:15 sessions required.)
Instructor: David G. Hall
This course will focus on strategies for helping clients understand and achieve the seven criteria identified by William McRae, M.D., as being necessary for emotional maturity. The seven criteria are: (1) ability to deal with reality constructively; (2) capacity to adapt to change; (3) release from anxiety that is produced by tensions and anxiety; (4) capacity to find more satisfaction in giving than receiving; (5) capacity to relate to other people, including the capacity to understand and respect other people’s desires, needs, and values; (6) capacity to sublimate, to direct one’s instinctive hostile energy into creative and constructive outlets; and (7) ability to accept authority and responsibility. To develop these criteria, participants will learn strategies for helping clients achieve them, and for developing strategies for helping clients integrate into every aspect of daily life a complex process, which is the business of therapy. In this course, participants will learn the criteria and strategies and a variety of analogies to help clients understand and practice emotional maturity. There will be a strong emphasis on the role relationships play in the development of emotional maturity. The quality of authentic intimacy, the ability to collaborate and the capacity to experience commitment, define a relational maturity model. The dynamics of emotional maturity in the family will also be addressed. In addition, the course will address self-management strategies for developing and maintaining productivity in other relationships, such as business/relationships, where there is a lack of emotional maturity.

72
Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PCC-2: An Introduction to the New ASAM PCC-2
Instructor: Gerald D. Shuman
Using the latest version of the American Association of Alcoholism and Other Drug Abuse Providers' Standards of Care (ASAM), this course will describe systems for diagnostic and dimensional assessment leading to treatment planning and level of care placement for use in public, private and managed care programs. This course will be made for using the ASAM system to increase efficiency and effectiveness of documentation. Included in class discussions will be ASAM principles of care, the three levels of care (intensive, standard and emergency), the role of the mental health professional in decision making, and the financial impact of addiction. This course will discuss a framework for understanding their vulnerability to experiencing crises during some of these phases while being superior operators in others. Emphasis will be placed on functional tasks and needs (Erik Erikson), defense mechanisms, and the use of the ASAM PCC-2: An Introduction to the New ASAM PCC-2 (Shuman & Shuman, 1999). Focus will be on using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be demonstrated. Methods for the debriefing of individuals and groups who were victims of traumatic events will be discussed. Using multidisciplinary stress disorders is based on the Mitchell Model. Participants will be expected to take part in experiential class assignments.

73
Dual Diagnosis: The Drive for Integrity
Instructor: J. Calvin Chatham
This course is a comprehensive introduction/review of dual diagnosis (substance dependence and psychiatric disorders, including stress of assessment/diagnosis, a developmental perspective in treatment, the impact of dual disorders on education and self-esteem, age, and level of care, psychopharmacotherapy, a 12-step transracial transformational and a 12-step integrity approach to treatment and prevention. The emphasis in all areas will be on integration—periodically. While being a part of the system, the client is given a degree of control. The client will experience the power of this perspective and be able to apply it at many levels with great effectiveness. It is recommended that participants be familiar with DSM-IV.

74
Diagnostic Personality Disorders and Personality Dynamics
Instructor: Diane Tulio
This is a hands-on course. Participants will be required to diagnose case studies and identify Axis I and Axis II disorders. Participants will learn diagnostic techniques. There will be a review of the DSM-IV criteria for personality disorders and substance-related disorders. Prior knowledge of personality disorders is helpful. This course is extremely well developed and didactic.

75
Crisis Intervention with Children, Adolescents, and Spouses of Alcoholics
Instructor: Mel Sandell
The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they function in specific areas of their lives such as school, work, intimate relationships, and in the development of eating patterns and habits. This course will discuss for understanding their vulnerability to experiencing crises during some of these phases while being superior operators in others. Emphasis will be placed on functional tasks and needs (Erik Erikson), defense mechanisms, and the use of the ASAM PCC-2: An Introduction to the New ASAM PCC-2 (Shuman & Shuman, 1999). Focus will be on using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be demonstrated. Methods for the debriefing of individuals and groups who were victims of traumatic events will be discussed. Using multidisciplinary stress disorders is based on the Mitchell Model. Participants will be expected to take part in experiential class assignments.

76
Coping Skills Treatment 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/drugs; (3) solving problems; (4) avoiding temptations; (5) basic and refusal skills; (6) planning for emergencies and coping with a relapse; (6) identifying and avoiding common triggers; (7) dealing with common withdrawal cravings. Students will be given a degree of control. The client will experience the power of this perspective and be able to apply it at many levels with great effectiveness. It is recommended that participants be familiar with DSM-IV.

77
Harm Reduction in Clinical Practice: A New Paradigm for Treating Persons Who Use Substances
Instructor: Frederick Hargreaves
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 the field. This course addresses practical examples, and techniques of training in how to work within a harm reduction model will be provided. This course is designed not only for substance abuse workers but also for other mental health workers who may see substance users as part of their general practice.

78
Acute and Post-Traumatic Stress Disorders: The Co-Morbid Relationship between Traumas and Addiction
Instructor: Cletus A. Blackburn
Addicts frequently use alcohol and other drugs to self-medicate the physiological and emotional ramifications of traumatic stress. At other times, alcohol, drugs and compulsive behaviors can play a significant role in the occurrence of trauma among the addicted. More than ever, there is a growing body of empirical data supporting the co-morbid relationship between traumatic stress disorders and substance use disorders. Understanding this relationship has far-reaching implications for the health care professional must tailor treatment to meet the unique needs of the client and to increase the probability of a successful outcome.

The central theme of this course is the role of traumas in the intervention, treatment and relapse prevention strategies used in clinical practice. The role of the patient/client will be discussed. The six dimensional criteria of the ASAM PCC-2: An Introduction to the New ASAM PCC-2 (Shuman & Shuman, 1999) for determining 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 people who work in the private, public, or voluntary sector of care, including clinicians, nurses, and other professionals 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.

80
Spirituality: The Golden Key to Recovery
Instructor: Thomas J. Morgan
Unless a person has truly connected with the higher power, all changes in her life are cosmetic and temporary. But how does one go about this process? In this course, we will survey all of the psychospiritual steps on the road to recovery. Using the insights of Carl Jung, Jungian analyst, and Richard Foster, psychotherapist, we will take the anxious pilgrim on a journey of self-discovery. The objectives of this course are: (1) to give an overview of the spiritual journey; (2) to demonstrate how the person in recovery goes through this process; (3) to show how these insights can be used in a therapeutic setting.

81
Stress and Addiction: A Lethal Partnership
Instructor: Robert I. Lynn
This course will cover the major issues that are associated with stress and burnout in the addictions field. Burnout can occur in many different settings and situations. Addictions counselors work with a highly susceptible group. Stress and addiction often share a similar etiology and can have a devastating effect on both the counselor and the client. In this course, stress and addiction will be explored in relation to counseling theory, treatment design, program management, and from an individual perspective. Interventions will be discussed on both the individual and organizational level. Acknowledging that stress and burnout are natural phenomena in substance abuse counseling, the participant will develop a plan for identification, treatment and continued support. Participants will also be challenged to look at their own stress levels and examine the broader context of their lives and that of the client in understanding burnout, i.e., not only the job but what brings to the job. Techniques for dealing with stress and burnout can be demonstrated such as biofeedback, relaxation exercises, problem solving and 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 cornerstone of the intervention phase of the addictions field and is designed to be the most devastating than, living in a dysfunctional family setting. For some this course can be a first step in recovery from a dysfunctional workplace or co-dependency in the workplace.
82 
**Ethics and Boundary Issues for Counselors**
CS01, CS02
**Instructors:** Ann Crowley and James F. Emmett

This course presents the current healthcare theories for ethical decision making and provides participants with a process for reaching ethical decisions in their professional work situations. This course is highly interactive with minimum lecture time. Participants will take part in lively discussions concerning current ethical issues in the addiction field, such as the effect of managed care on organizational ethics and confidentiality. Role confusion 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 current ethical situations that both clinical and administrative staff experience in today's treatment organization. Participants will clarify their own professional codes of ethics and learn the importance of the organizational ethics committee and its role in assisting clinical staff to process ethical questions.

83 
**Be All That You Can Be: New Models and Technology for Training and Clinical Supervision**
C202
**Instructor:** David J. Powell

As treatment and training models emerge, clinical training and supervision will require a clearly defined approach using the new technology available to accelerate learning and knowledge transfer. This course will build upon Powell's Blended Model of Clinical Supervision by incorporating new learning approaches and addressing the emerging core competencies required to work in the behavioral health field. It will review how to supervise staff working with substance abuse and co-occurring disorders. The course is geared toward managers, clinical supervisors and counselors who seek new approaches for training and clinical supervision.

84 
**Working with the Alcohol- and Drug-Abusing Family**
C206, C207
**Instructor:** Jack M. Schubik

Clients must understand the power of family rituals and routines in transmitting alcohol and drug abuse attitudes and behaviors. In early recovery, clients must address their alcohol/drug abuse from a family perspective and if the whole family isn't in treatment, clients need to be taught to understand the origin of their beliefs about self, others, world and God in family rituals and routines. More importantly, they need to understand the process of ritual and routine in maintaining current alcohol/drug abuse. In this course participants will explore the impact that family rituals, routines and roles from a client belief about the meaning and power of drugs in their lives. The course will provide the clinical tools that are necessary to help clients in understanding the communication messages in the family and current beliefs about self, others, world and God.

85 
**Improving Family Communication: How to Reeducate Each Other**
C406, C450
**Instructor:** James Wagner

The instruction of television and computers on family interaction has often resulted in minimal conversation and in family alienation. This course will provide some effective techniques to foster conversation, improve listening skills, interpret hidden messages and nonverbal, understand feelings and give positive and negative feedback.

Participants will be provided with new "tools" with which to work more effectively with young people in order to accomplish the following: (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 using them so that they can be immediately implemented in back home situations; (3) to give participants an overview of five components of effective interpersonal interaction; and (4) to provide participants with some personal, reflective time to "reeducate" 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.

86 
**School- and Community-Based Prevention**
P046, P047
**Instructor:** Fran Miocevic

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

87 
**Soul Work: An Integrative Approach to Clinical Practice with Chemically Dependent Adults**
C202, C205, C206
**Instructor:** E. Mark Shrias, 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 sacred. The journey of healing from chemical dependency begins with awakening the innate wisdom of the body by obtaining from the use of mind/mood-altering chemicals. As a chemical abuser recovers, recovery focuses on challenging negative thinking, identifying and expressing feelings and building self. In the later stages of recovery, a new impulse emerges...the impulsion to follow the soul's longing to fully engage in the rich texture of life and experience the unity of creation. This is what is meant by spiritual practice.

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, Body-Process Psychotherapy, Pathwork, Psychotherapy, meditation, mindfulness, spiritual inquiry, poetry, mythology and story telling, 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.

Participants will be expected to actively contribute in class and have an intention and commitment to self-reflection, self-discovery, self-nurturing and self-responsibility.

88 
**Redisecoloring**
C201, C204
**Instructor:** Bruce Carnell

As young children we make powerful and important decisions about life and love. While we make many of these decisions and how we should conduct ourselves to survive and grow in our unique environment. The early day decisions are reinforced in later childhood, adolescence and young adulthood can lead to patterns of behavior that reinforce low self-esteem hinder interpersonal relationships and foster emotional problems. It is critically depended on that we make significant decisions about such life issues as self-trust, emotional connectedness and integrity based on life experiences during active addiction. In sobriety, the recovering person has the opportunity to reevaluate their decisions about life issues that will lead to more positive patterns of behavior and greater fulfillment in life.

The process of recoloring is inherent in many approaches to treatment. This course will describe the work of Bob and Mary Goulding. In this course we will consider the work of Bob and Mary Goulding, along with contributions from integrative Psychotherapy, Gestalt Therapy, traditional psychodynamic therapies and the cognitive therapies. Emphasis in the course will be on helping experienced clinicians integrate a recoloring process into their own approach to counseling and psychotherapy.

This experiential based course devotes approximately equal time to presentation of theory, clinical demonstration, personal growth and group processing. Participants will be expected to join in personal exploration and group process in the class.

89 
**Motivational Skills Building**
C202, C204
**Instructor:** Bette Ann Weinste

This course is designed for counselors and therapists who have some knowledge in basic counseling skills and are working with chemically dependent families and want to improve their motivational skills. To successfully motivate clients to either enter into or continue with chemical dependent treatment, the counselor/therapist must be comfortable with both counseling skills and an appropriate use of self. A combination of cognitive/behavioral techniques, empathic joining and the personal role of the counselor/therapist has been shown to be most effective. Academic learning alone is inadequate to make the full opportunity to practice the approaches presented in this course in a safe, supportive and fun environment. In addition, there will be time for participants to experiement in a supportive atmosphere.

A brief review of the concepts of denial and motivation will be presented, along with small group and individual exercises designed to promote the personalization of the material. Techniques for minimizing denial and maximizing motivation will be demonstrated through both discussions and role plays of current cases.

90 
**Beyond Addiction Counseling for Transformation**
C201, C204
**Instructor:** John D. White

Following the initial recovery phase, many clients report involvement in repetitive cognitive and behavioral patterns similar to minimizing denial 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 helping the counselor/therapist to explore an integrated approach to emerging conflicts and time competent resolutions. Participants will explore counseling approaches that are geared toward self-acceptance rather than self-punishment via the use of reframing, visualization and creative self-expression.
The Criteria of Emotional Maturity
(Both 8:00 and 12:15 sessions required)
C201
Instructor: David G. Hall
This course will focus on strategies for helping clients understand and manage their emotions and behaviors. It is designed by William Menninger, M.D., as being necessary for emotional maturity. The seven criteria are (1) ability to deal with reality constructively; (2) capacity to make decisions; (3) ability to experience (but not relive) the emotions that are produced by tensions and anxieties; (4) capacity to find more satisfaction in giving than receiving; (5) capacity to relate to others in a consistent manner with mutual satisfaction and helpfulness; (6) capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets; and (7) capacity to love. While the criteria are easily stated, teaching clients how to integrate them into every aspect of daily life is a complex process, which is the business of this course.

87 The Addictive Process
C401
Instructor: Craig Nakken
This course will start from the basic premise that although all addictions are different they have one thing in common, that being the addictive process. It will explore the development of the addictive personality and the infrastructure that is created due to the addiction, which is also the behavioral addictions (gambling, substance abuse, overeating, spending, etc.). The final part of the course will be discussion of the elements and principles that make up what we call recovery. Topics to be discussed will include: primary versus secondary addictions, objectification process, negative conversion experience, ritualism of addiction, mutual vulnerability, limited control and limited dependence.

88 Crisis Intervention Counseling
C202
Instructor: Glenn Olafson
Crisis intervention refers to making a swift response to a human need. While crisis intervention is usually seen as a special form of counseling, it can also be seen as a rapid application of the helping process to deal with what are seemingly crisis situations. 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 cognitive control will be discussed and demonstrated. We will explore factors related to substance abuse, life cycle crises affecting those who are addicted and recovering, and the impact of crisis counseling on the counselor, including personal experience, role-play, video, discussion and small group work will be used.

89 Assessing and Treating the Dually Diagnosed
C202
Instructor: Douglas Zuehlke
Depression, anxiety and personality disorders are common among individuals who have substance use disorders and mental health problems. This course will review the evaluation of psychiatric symptoms and diagnoses. Through case examples, the Motivation-Based Dual Diagnosis Treatment Model will be presented, including treatment planning. Dual diagnosis often requires modifying traditional addiction counseling and therapy approaches. Principles and techniques of Dual Recovery Therapy will be discussed along with the role and use of psychiatric medications in treating the dually diagnosed will be reviewed.
July 8 – July 13, 2001
Institute of Alcohol and Drug Studies

97 The Male Journey: Men in the Second Half of Their Lives
C022 C054
Instructor: David J. Powell

Counseling men and women involves very different issues. Men’s journey in the second half of life is also different from the first half of their lives. This course will explore the downward and inward journey of men in mid-life and after, moving from an experience of ascent to descent. Participants in this course will learn what the critical issues are for men in the second half of life and how to cope with or plan for the transitions that are involved. The course will also look at the differences in how men and women participate the opportunity to explore their own experiences of ascent and descent and techniques on how to counsel men in the second half of life.

The course is not limited to men, as the journey of women (although quite different for men) will also be discussed. The course will also reflect on how these issues affect addictions and counseling alcohol and drug abusers. The course is based on the instructor’s forthcoming book on men and the second half of life. To coin a phrase in this country, this will be “looking for a few good men” (and a few good women).

98 Impact of Alcohol and Drug Abuse on Families and Larger Systems
P205
Instructor: Fian Mikael

This course is intended to provide in-depth information on the impact of substance abuse problems on families, schools, communities, businesses, and government. It will provide information on the research literature on dysfunctional families as it relates to substance abuse and will provide information on the adaptive roles that individuals develop in response to dysfunction in the family or other systems. The course will address the limits and boundaries concerning how to appropriately identify and assist the “at risk” individual or system.

99 The Psychology of Affect, Emotions and Motivation
C022 C042
Instructor: Charles L. Whitfield and Barbara Harris Whitfield

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

This course will describe some of the psychodynamics of feelings from a biological, experiential andienneexpective perspective. As examples of painful feelings, we will focus on nouveuse, fear, shame, anger (including resentment), guilt, sadness, hurt and confusion, and how to use each of these in the recovery process. As examples of joyful feelings, some aspects of the psychology of peace, joy and serenity will be described. Using didactic presentation, handouts materials and experiential exercises, we will also explore several pain and current states of feelings and emotions, as well as state-of-the-art concepts and approaches to understanding them from a clinical perspective.

In this course, participants will gain new clinical skills to understand, and modify these painful feelings, in their patients, families and clients. Participants will also be able to help their clients to handle and use their feelings in their recovery and daily lives.

100 Legal Aspects of Alcohol Counseling and Program Administration
C052 C057
Instructor: William J. Kave

This experimental and practical course is suitable for all counselors who are concerned with legal issues in their alcohol counseling or assistance or treatment programs. This course will explore clinical and service delivery issues within the intricate landscape of legal authority, jurisdiction, and litigation situations. Students will be able to adhere to federal, state and agency regulations regarding alcohol and other drug abuse treatment by following appropriate procedures to protect client rights.

By examining case studies students will be able to identify and evaluate legal issues that arise within various modalities. Students will examine legal liability issues including confidentiality, professional responsibility and malpractice matters. Participants in this course will develop skill in identifying and managing legal exposures by principles of personal or program responsibility should litigation arise against an individual counselor as sole practitioner or within an employing agency.

Topics will also include drug testing issues, domestic violence, driving while intoxicated and criminal law. Participants in this course will learn to apply methods that prepare our courts and public agencies and testify in fact or expert witness through actual court practice experience.

101 What Counselors Need to Know to Survive in the Field
C054
Instructors: Ann Crowley and James F. Emmert

The saturation of managed care in addiction treatment has forced clinical staff to become more involved in the business aspects of practice and service delivery for patients. Counselors must learn how to operate successfully within the managed care system and be flexible in providing treatment services, while safeguarding the integrity of the patient’s treatment.

This course examines how the counselor’s role has changed, and will continue to change and discuss other important issues that need to be addressed by clinical and organizational so that they can continue to provide quality treatment services.

The roles of total quality management, quality assurance and treatment documentation are some of the topics covered in this course as it seeks to provide clinical staff with the strategies needed to ensure that their patients receive the treatment they need.

The course assists counselors and supervisors in successfully integrating managed care requirements, case management techniques, and charting and treatment planning strategies into the patients’ treatment process.

102 Creating Positive Role Models for the 21st Century
C032 C050
Instructor: James Wasserman

This course is designed to provide participants with effective strategies to solve many problems facing our youth and young adults. A "peers leading peers" concept can positively influence anti-social behaviors including alcohol, drug abuse and violence. This course presents a unique leadership training program, which stresses effective interpersonal communication skills and peer group facilitation techniques. Discussion will include ways to implement effective programs in schools and communities.

103 Understanding Community-Based Process and Environmental Change
C022
Instructor: Dennis M. Gorman

Alcohol, tobacco and other drug (ATOD) use and abuse are influenced to a considerable extent by the environments in which they are lived. This course is designed to further participants’ understanding of the environmental processes that affect ATOD use and abuse within a community. Why do some communities and neighborhoods experience drug problems and others go unscathed? What leads to a drug epidemic within a community? In addressing such issues we will look at the environmental factors that influence the development of ATOD problems, including norms and values, socioeconomic status, availability and social desegregation. In addition to examining such causal factors, the course will look at programs and policies designed to bring about change. Specifically, we will examine the processes involved in developing policy readiness for change and look at state-of-the-art programs in the field of ATOD prevention. The course will include lectures, class discussions, and examination of materials that can be applied to design and implement national policies and programs designed to assess community readiness and change.
People, especially those recovering from addictions, tend to respond to situations in habitual ways, without experiencing each situation as a whole. Clients and counselors alike are often limited in their ability to make changes, even at the most basic levels. Little attention is paid to the experience of the client, and little effort is made to understand the context of the client's life. This course will teach participants to "wake up" from robot-like assumptions and responses, and become better able to help their clients make changes in their lives. 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 is a practical and experiential course that will aid in increasing participants' awareness of themselves and their surroundings.

**112 Non-12-Step Models of Recovery**  
Instructor: Michael Chenkin

Participants in this course will acquire knowledge regarding several abstinence-based models of recovery, including 12-step, Women for Sobriety, Secular Organizations for Sobriety (SOUSA), SMART (Self Management or Recovery Training), and K10's 10-step model. Particular attention will be made to the underlying beliefs of each of these programs and to the communication skills that are made between Alcoholics Anonymous as outlined in the book Alcoholics Anonymous and the treatment community's interaction and accommodation of these models. Interpretation work from this course will enable participants to educate family members and significant others on how to help support the recovery process of an affected individual.

**113 Integrating Spirituality Into Treatment**  
Instructor: David J. Powell

This course will explore the common ground between psychotherapy and spiritual growth. It will propose a new (and age-old) approach to change and transformation using a contemplative approach to clinical practice. The course will offer techniques in taking a religious history, discussing spiritual and religious issues with a client in counseling, the use of God talk in therapy and how to deal with issues such as demon possession, spirits and evil in counseling. This practical course is for counselors, spiritual leaders, therapists and program managers.

**114 Spirituality: African Americans in Recovery**  
Instructor: Alvin Q. Taylor

This course will focus on African American clients, their belief systems and cultural uniqueness when addressing spirituality in their recovery. Its purpose will be to look at spirituality practically and to assist clients in the 12-step recovery process. The course will focus on God (Higher Power), the individual through a reflective look at one's life, wholeness, and relationships.

**115 How to Use Treatment Research in Clinical Practice**  
Instructor: Michael J. Takeda

Practitioners know that the cost of treatment and the amount of available information for their work. This course is designed to integrate drug and alcohol research into the daily work of counseling. It will start by teaching practical skills and strategies that will demonstrate a high level of effectiveness. The course will also address topics such as what contributes to dropout and what does not, how to integrate treatment research into practice, how to address role and gender and cultural issues. The course will help practitioners feel comfortable while using research and help them to try some of the strategies that have been found to be effective.

**116 Trauma Psychology: Recognizing and Treating the Effects of Childhood Trauma in Addiction**  
Instructor: Charles L. Whitfield and Barbara Harris Whittle

Research and clinical experience over the past two decades show that untreated childhood trauma is common among people with addictions. Likewise, addictions are common effects and manifestations of these traumas, and are as addictive as and apparently some psychological and physical disorders.

After presenting a firm epidemiological and clinical basis for the association between childhood trauma and addictions, we will show: (1) how to recognize some of the major effects of trauma, including age-regressions, abrasions and flashbacks; and (2) the connection between trauma and mental and physical disorders, including Post-Traumatic Stress Disorder (PTSD). We will cover relevant aspects of the major kinds of trauma, including minor, emotional, and sexual traumas. We will review current understandings of internal and external connection of the trauma, including re-arrangements and other patterns. We will also present our unique review of trauma memory, dissociation, trance theory and the process of grieving and healing. Finally, we will review selected clinical interventions that work most effectively in different stages of the recovery process.

**117 Working with the Unconscious in Relapse Prevention**  
Instructor: Thomas E. Legare

The daily mechanisms of the ego are well known: denial, rationalization, etc. Traditional counseling techniques are often ineffective against these defenses. However, when we work with the unconscious, even though this is not a simple process. In this course, we will explore how dreams, meditation and other spiritual practices can reveal our core issues. Relapse can be prevented effectively and permanently, if one can learn to use the unconscious, through working with dreams and other these techniques, what their souls really need. This course is designed to be personally beneficial to therapists, of faith, and very practical in working with relapse prevention.

**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, nurses. These chemically dependent professionals are often neglected target populations with unique barriers for identification and intervention systems. Discussions about various hypnotherapy techniques that can be used to enhance evaluation and treatment techniques to overcome unique obstacles to the help-seeking process. Processed difficulties of integrating into 12-step recovery groups, return to work strategies, contracts and aftercare issues will be examined. Ethical and professional obligations will be reciprocal in order to establish confidentiality and professional licensing agencies will be explored. The course is designed to assist all counselors and other clients to develop expertise and skills needed to motivate and help falsehood professionals.

**119 Family Therapy Approaches: Working with Families Suffering from Addiction**  
Instructor: Claudia A. Blackburn

Families are frequently reluctant to become involved in treatment with the addict, especially after years of disappointment, shame, resentment and feelings of hopelessness. Family therapy is a powerful intervention that can break through the walls of resistance and isolation that frequently surrounds families struggling in recovery.

This course addresses the effects of chemical dependency within the family. Experiential techniques and demonstrations of various 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 delineate family hostility and resistance, group current understandings of internal and external connection of the trauma, including inter-relations and other patterns. We will also present our unique review of trauma memory, dissociation, trance theory and the process of grieving and healing. Finally, we will review selected clinical interventions that work most effectively in different stages of the recovery process.

**120 Working with Latinos**  
Instructor: Randal L. Figueroa

This course will focus on special considerations that are important in working effectively with Latin/Latina individuals, families and communities. An overview of the historical presence of Latinos in the United States and of significant cultural factors will be provided. Specific drinking/drug use patterns and concerns, as well as issues in addiction treatment and recovery, will also be discussed.

**121 Developing and Implementing Support Groups for Youth and Adolescents**  
Instructor: Connie 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 skills, group forms, group norms, group objectives, group techniques of a leader, before groups develop and strategies and interventions.

**122 Healing the Wounded Child: ATOC Prevention with Children of Substance Abusers**  
Instructor: Joni Whelan

This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) healing games; (2) art and play therapy; (3) identification and treatment of child abuse; and (4) effects of parental substance abuse. Learning methods will include lectures, role play, healing games, audio-visual aids and case studies. Participants will acquire knowledge and skills needed to help heal children wounded by their parent's substance abuse, thus preventing inter-generational cycles of abuse.
123 Understanding Compulsive Gambling

Instructors: Amie Wecker and Shalla Wecker

This course will explore gambling addiction as it relates to alcoholism and drug addiction. It will provide specific criteria for assessing stages of compulsive gambling and will explore the similarities and differences between this addiction, alcoholism and drug addiction. Impact on the family and resources for referral will be explored as well as recommendations for identifying and treating in the chemical dependency setting.

124 How to Prepare a Written Case Presentation for Initial Certification

Instructor: Edward McDonnell

The purpose of this course is to present an overview of the record-keeping procedures for the treatment of chemical dependency. This course will provide a written case presentation for the initial CADD certification.

Upon completion of the course, participants will: (1) have a better understanding of the procedures for record keeping; (2) recognize and understand the documentation of detailed treatment, crises, psychological functioning, treatment planning, course of treatment, social history and discharge summary; and (3) complete a written case presentation to submit for initial CADD certification.

125 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, research 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 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., interdiction 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.

"I am leaving Rutgers exhausted, but refreshed with new ideas and a renewed sense of professionalism."
Faculty and Students

"The most overwhelming positive about this week (other than the enormous amount of knowledge gained) was the sense of community among the faculty and students."

"The instructors were very professional and provided updated information."

Notes
FACULTY

Administration

Executive Director: Gail Gleason Milgram, Ed.D.
Administrative Assistant: Linda J. Allen
Program Assistant (SADS/CRES): Linda Simun
Program Assistant (IAGS): Johanna M. Collins

Instructors

(The numbers following each listing refer to the courses taught.)

David S. Anderson, Ph.D., Associate Research Professor, Center for the Advancement of Public Health, The Institute of Public Policy, George Mason University, Fairfax, Virginia (#21, 43, 57)

Kathryn Bedard, M.A., C.A.D.C., C.M.S., N.C.A.C., MICA Specialist, New Jersey Division of Mental Health Services; Department of Human Services, New Jersey Governor’s Council on Alcohol and Drug Abuse; Owner/Operator, Spirit Wind Inhaling Arts, Trenton, New Jersey (#40, 49)

Gregory A. Britvelt, M.S.W., C.A.S.A.C., Regional Clinical Supervisor, Renaissance Project Inc., Port Chester, New York (#45)

Claudia A. Blackburn, M.S., Consultant, Lancaster, Pennsylvania (#13, 30, 46, 79, 86, 118)


Patricia A. Burke, M.S.W., L.C.S.W., B.C.D., Psychotherapist, Private Practice, West Baldwin, Maine (#52, 54, 67)

Anthony Conroy, C.A.D.C., Supervisor, Habilitation Counseling, University of Medicine and Dentistry of New Jersey, University Behavioral Health Care, Newark, New Jersey (#47)

Bruce Carruth, Ph.D., L.C.S.W., Private Practice, Boulder, Colorado (#1, 49, 68)

J. Calvin Chatlos, M.D., Medical Director, Substance Abuse Services, Caron Foundation, Belle Mead, New Jersey (#72)

Michael Chenkin, M.S.W., L.C.S.W., C.A.D.C., C.S.S., Coordinator, Adult Partial Care and Outpatient Mental Health Services, St. Mary’s Hospital, Passaic, New Jersey (#112)

Ann Crowley, M.H.A., President, Crowley Consulting Group, Shrewsbury, Massachusetts (#22, 35, 60, 62, 101)

Madeleine Curen, C.S.W., Consultant, Private Practice, Brooklyn, New York (#9, 34, 52)

Raymond P. Drellin, Ph.D., C.A.D.C., Consultant, Private Practice, Berkeley Heights, New Jersey (#22)

Caroline M. Eick, M.A., Director of Training, Pavilion International, Mill Spring, North Carolina (#53)


Ronald L. Figueroa, M.A., N.C.A.C. II, C.A.S.A.C., Project Director, Rockland Alliance for Prevention, Spring Valley, New York (#125)

Ted Flynn, Ph.D., C.P.S., Associate Professor, Department of Pharmacology and Physiology, University of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark, New Jersey (#45)

Jonathan Foulds, Ph.D., Director, Tobacco Dependence Program, School of Public Health, New Brunswick, New Jersey; Associate Professor of Behavioral Science and Health Education, University of Medicine and Dentistry of New Jersey, New Brunswick, New Jersey (#19)

Dennis M. Gorman, Ph.D., Assistant Professor, School of Rural Public Health, Texas A&M University, College Station, Texas (#103, 129)

Connie Greene, M.A., C.A.S., C.S.W., C.P.S., Director of Program Development, Institute for Prevention, St. Ramabahs Behavioral Health Care Network, Torrance, New Jersey (#30, 121)

Thomas Griffin, Ph.D., Manager, Program Development and Evaluation, Minnesota Institute of Public Health, Anoka, Minnesota (#52, 44, 66)

David G. Hall, Ph.D., Personal Consultant, Private Practice, Flushing, Michigan (#16, 41, 71)


William J. Kane, J.D., C.S.W., Director, New Jersey Lawyers Assistance Program, New Brunswick, New Jersey (#100, 118)

Kenneth L. Kirkland, M.B.A., C.A.C., C.S.W., Behavioral Healthcare Consultant, Kirkland Healthcare Consulting Services, Yardley Pennsylvania (#95, 105)

Lisa Laitman, M.S.Ed., C.A.C., Director, Alcohol and Other Drug Assistance Program for Students, Hartford Health Center, Rutgers University, New Brunswick, New Jersey (#46)

Thomas E. Legere, Ph.D., C.A.S., Psychotherapist, Starting Point, Inc., Westmont, New Jersey (#15, 25, 55, 63, 92, 117)


Robert Mackey, Ph.D., C.A.D.C., Licensed Psychologist, Chief of Clinical Operations, Community Educations Centers, Roseland, New Jersey (#64)

Edward McDonnell, M.S., C.A.C., C.C.S., Director of Development, Oratory Prep School, Summit, New Jersey (#27, 58, 94, 124)

Albert McNamara, C.A.D.C., Private Practice, Ocean Grove, New Jersey (#3, 70)

Fren Micek, M.Ed., C.S.W., C.A.S., CPS., Supervising Community Service Officer I, N.J. Department of Health and Senior Services, Division of Alchoholism, Drug Abuse and Addiction Services, Trenton, New Jersey (#90, 98)

Gail Gleason Milgram, Ed.D., Professor and Director of Education and Training, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey.
2001 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the 2001 Continuing Education Seminars follow:

Using Dreams for Relapse Prevention
Thomas E. Logues, Ph.D., C.A.S.
January 11, 2001

How to Help Your Clients Deal with Tobacco
Addressing Tobacco in the Treatment and Prevention of Other Addictions Staff
January 16, 2001

Community Based Prevention
John K. Krieger, M.S.M., C.A.D.C., C.P.S.
January 29, 2001

How to Use the Big Book (Alcoholics Anonymous) in Your Treatment Program
Fred T. Reihl, M.A., N.C.A.C. II
February 1, 2001

Adaptive Counseling Approaches
Albert McNamara, C.A.D.C.
February 8, 2001

Process Addictions: What's the Connection? Gambling, Sex, and Food Addiction
Kevin H. O'Neill, M.S.W., M.A.
February 15, 2001

Strategic Time-Limited Treatment with Chemically Dependent Clients
Chelly Stenberg, L.C.S.W., C.A.D.C.
February 22, 2001

The Dually Diagnosed Patient: Identification and Treatment
Anthony Connolly, C.A.D.C.
March 1, 2001

Working with African Americans
Gregory A. Birnicht, M.S.W., C.A.S.A.C.
March 8, 2001

Legal Issues Surrounding Alcohol and Drug Treatment and Prevention
William J. Kane, J.D.
March 15, 2001

Counseling Adolescent Alcoholics, Substance Abusers and Children of Alcoholics through Rational Emotive Therapy (REBT)
Edward McDonnell, M.S., C.A.D.C., C.C.D.S.
March 22, 2001

Biological Foundation of Chemical Dependency Disorders: Use of Medication as an Adjunct to Treatment
Mark C. Wallen, M.D.
March 26, 2001

Conflict Resolution/Mediation: A Prevention/Intervention Tool for Anger Management
Connie Greane, M.A., C.A.B., C.S.W., C.P.S.
April 5, 2001

Substance Abuse Literacy: Pharmacology of the Bipolar/Schizoaffective Disease Model
Ted Flynn, Ph.D.
April 19, 2001

Neurobiological Aspects of Alcohol
Larissa A. Pohorecky, Ph.D.
April 26, 2001

Each of the six-hour seminars (i.e., 9:00 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. (APCBNJ).

The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 607 Allison Road, Piscataway, New Jersey 08854-8001. (Telephone 732-445-4317; Fax 732-445-3500.)