School of Alcohol and Drug Studies
June 9–14

2002

Institute of Alcohol and Drug Studies
July 14–19
Schools of Alcohol and Drug Studies • 2002
Education and Training Division, Center of Alcohol Studies, Rutgers University

ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen's College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 1868. 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 and drug research, education and training, and documentation and publication of alcohol literature. The Center began at the Yale University Laboratory of Applied Physiology and Biodynamics over sixty years ago and moved to Smithwax Hall at Rutgers University in 1965. Today the Center's five areas of concentration include basic sciences, clinical research, education and training, information services, and prevention research.

ABOUT THE EDUCATION AND TRAINING DIVISION

The Center 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 also conducted by the Education and Training Division which is directed by Gail Gleason Milgram, Ed.D.

"Rutgers raises the bar on excellence."

"Rutgers was the most professional training I have encountered in many years; the instructors are at the top of their fields."

"The 'Rutgers Experience' has changed my life."

Rutgers•Hazelden International School of Alcohol and Drug Studies
Class of 2001 • Helsingør, Denmark
(Photo taken by Kaj Hammargre)
School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The School of Alcohol and Drug Studies was founded at Yale University in 1843 as the Summer School of Alcohol Studies and moved to Rutgers University in 1892. E.M. Jellinek, Sc.D., was the school's first director. Howard W. Haggard wrote that the school was "unauthorized in its social science" so as to make the findings of scientific research applicable to the actual problems of alcohol in the community. The first school had as its main courses of study physiological aspects, alcohol and traffic, personality and constitution, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism. The first school had 80 students, the second had 147. The 2002 School of Alcohol and Drug Studies will be the sixth annual meeting. The director of the school is Golde Glassman, M.P.P., Ed.D.

Over the years, students have attended the school from each of the fifty states, 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 with the sponsorship of the Center for Alcohol Studies, Marty Mann, a student in 1943, founded the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism and Alcohol Dependence. The Reverend David Woods, Ernest Shepherd and Wayne Withers, with the help of Esther Henderson, founded the North Conway Institute in 1946. 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 school are the National Black Alcoholics' O'Keeffe, Inc., and the 1940s in the lives of Lesbian and Gay Alcoholism Professionals, Inc. Today, the alumni and friends in large numbers are the staff 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, experience, and professional status. The total is about 150 students, an average of three or four students in each of the members of each year's student body a unique and varied experience.

The emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors.

The school also features general lectures and special interest seminars to support and supplement the course work in alcohol and drug studies.

The school has access to the outstanding resources of the Center for Alcohol Studies Library, located in Birrkey and Adele Smith Hall.

The summer programs are held on the College Avenue Campus of Rutgers University in New Brunswick, New Jersey. Courses, food service, locators and dormitory 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 areas.

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

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

ADMISSION

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

COSTS

Tuition: $645.00
Room/Meal Plan: $330.00

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 single occupancy room with shared bath. Dormitory rooms are non-smoking buildings, including individual rooms; linen, towels, and meal service are provided in both options. Students in the medical school's program, which begins with Sunday dinner and ends with Friday lunch, University housing is not available for unregistered individuals.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$645.00</td>
</tr>
<tr>
<td>Room/Meal Plan</td>
<td>$330.00</td>
</tr>
<tr>
<td>Total</td>
<td>$975.00</td>
</tr>
</tbody>
</table>

A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance in the School. All checks and money orders for the deposit and balance must be drawn on a U.S. bank and be made payable to the Rutgers University, State University of New Jersey, MasterCard and VISA will be accepted. Wire transfer charges must be paid by the student.

A refund request must be made in writing before June 1, 2002. No refunds will be made for the combined tuition total. All applications for one or both schools must be received at the same time for the 10% discount to apply.

Treatment facilities/governmental agencies, etc., that register ten or more individuals for the School and/or Institute 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 the 10% discount to apply.

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Please note: Special arrangements can be made for students who wish to take only one or two courses and do not participate in the 4.2 CEUs (12 hours) or 2.4 CEUs (6 hours) of core courses, lectures/tutorials. The certificate received by an individual who is taking one or two courses at Rutgers, The State University of New Jersey, is not considered to be a formal academic degree. Credit or course participation is available. Housing accommodations are not available to students taking this option.

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until May 15, 2002. However, early applications are advised to ensure course selection. A non-refundable deposit of $100 must accompany the application form. This deposit can be paid by check or money order (on a U.S. bank) or credit card (American Express, Visa, MasterCard or Diners Club) or by credit card through MasterCard or Visa (call us at 732-932-3840 or 800-446-0840 for MasterCard or Visa). This 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
182 Olden Street
Piscataway, New Jersey 08854-8001
Telephone: (732) 932-3840
Fax: (732) 455-3500
E-mail: lsimun@al.rutgers.edu

SCHOLARSHIPS

The School has no scholarship funds of its own. However, it does assist in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the room/meal plan; (2) full scholarships through the SADS Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; (3) full scholarships through the 1890s Charitable Trust that do not include the room/meal plan or travel; and (4) the Hugh Gallagher scholarship (does not include the room/meal plan or travel).

Applicants can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, SADS medical student fellowships, and J. Seward Johnson, Sr. scholarships are also offered in the Institute of Alcohol and Drug Studies; however, scholarship application can be made to only one of the schools in a given year. (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; each full scholarship covers tuition and the room/meal plan. Scholarship applications must be received by the end of the business day on April 15, 2002. Each applicant must send the following information: (1) a completed general application form (found at the end of the SADS section); (2) a letter from the candidate stating that he/she is applying for an Alumni Scholarship 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: (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; and (2) persons who have received an award in the past five years cannot apply.

The requirements listed below must be fulfilled for the packet to be reviewed by the Alumni Association Scholarship Committee. The letter of application should describe how the person meets these scholarship requirements. Candidates must:

- Be certified as an alcoholic/drug abuse counselor or be in the process of 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/parent who are using alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
- Explain the financial reason for requesting scholarship aid. Applicants will be required to sign a form verifying their annual salary is less than $60,000 per year.

Scaife Medical Student Fellowships

Medical student fellowships are funded by the Scaife Family Foundation, a private foundation, and will be awarded to students with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course plus one other course of their choosing in the remaining time slot.

Each applicant must send the following information: (1) a completed general application form (found at the end of the SADS section of this brochure); and (2) a letter stating that he/she is applying for the Scaife Family Foundation Scholarship. This letter should state that he/she is applying for the Scaife Family Foundation Scholarship, his/her medical school and current year of attendance, and how attendance at the School will impact his/her work in the medical field. The applicant must also include a mailing address, phone number, and e-mail address where he/she can be reached. This information must be received no later than the spring term of the year in which the applicant will be a student. Scholarship applications must be received no later than May 15, 2002; however, fellowships will be awarded to students who meet the criteria on an application date received basis.

J. Seward Johnson, Sr. Scholarships

The J. Seward Johnson, Sr. Scholarships, supported by the J. Seward Johnson, Sr. 1890 Charitable Trust, will be awarded to individuals who are working in prevention, education, intervention, and treatment of young people. Each scholarship covers tuition, but does not include the room/meal plan or travel. 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; and (2) persons who have received a J. Seward Johnson, Sr. Scholarship in the past five years cannot apply.

Scholarship applications must be received by the end of the business day on April 15, 2002. Each applicant must send the following information: (1) a completed general application form (found at the end of the SADS section); (2) a letter from the candidate stating that he/she is applying for a Scholarship; and (3) a letter of recommendation that addresses the candidate’s attributes and role in the field. 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; and (2) persons who have received an award in the past five years cannot apply.
School of Alcohol and Drug Studies

**DAILY TIME SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 5:00 p.m.</td>
<td>Registration Sign-In (Pre-registration required)</td>
</tr>
<tr>
<td>2:00 - 4:00 p.m.</td>
<td>Lecture (Individuals who attend this lecture will receive an additional certificate for two hours toward certification/recertification.)</td>
</tr>
<tr>
<td>5:00 - 6:00 p.m.</td>
<td>Dinner (Meal plan begins)</td>
</tr>
<tr>
<td>7:00 - 9:00 p.m.</td>
<td>Lecture</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Facilities are available for group meetings, as students request; for example, the fellowship of AA</td>
</tr>
</tbody>
</table>

**Mon - Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:00 a.m.</td>
<td>Class**</td>
</tr>
<tr>
<td>10:15 - 12:15 p.m.</td>
<td>Class**</td>
</tr>
<tr>
<td>1:45 - 3:45 p.m.</td>
<td>Class**</td>
</tr>
<tr>
<td>4:00 - 5:00 p.m.</td>
<td>Special Interests Seminars</td>
</tr>
<tr>
<td>7:00 - 8:00 p.m.</td>
<td>Special Interests Seminar (Monday and Wednesday)</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Facilities are available for group meetings, as students request; for example, the fellowship of AA</td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 12:15 p.m.</td>
<td>Class**</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Awarding of Certificates</td>
</tr>
</tbody>
</table>

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

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**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 formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for Simple Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult. The Criteria of Emotional Maturity (1), and The Diagnostics and Treatment of Chemical Dependent Disorders (102), 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 classes will take only one course during the 8:00 a.m. and 10:15 a.m. or 10:15 a.m. and 1:45 p.m. sessions. Classes 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. (1-2)**

1. Simply Being: The Appropriate Use of Self in the Therapeutic Relationship with the Chemically Dependent Adult (both 8:00 a.m. and 10:15 a.m. sessions required)

   **Instructor:** Patricia A. Burke

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

   Therapeutic strategies used in this course will be drawn from diverse spiritual, creative and psychotherapeutic arts such as Taoism, Buddhism, Body-Drama Psychotherapy, poetry, imagery, storytelling, Transpersonal Psychology, Depth Psychology, the "Twelve Steps of Alcoholics Anonymous and social work methods. Experiential learning methods include meditation, guided meditation, the spiritual practice of mindfulness, breathing techniques, small and large group process, and writing practice as pathways to self-discovery and the full blossoming of the integrated self as a helper in service to others.

   This is an experiential course. Therapeutic processes will be demonstrated in class. Participants will actively contribute to the class learning environment and have a commitment to self-reflection and self-responsibility.

2. The Criteria of Emotional Maturity (8:00 and 10:15 a.m. sessions required)

   **Instructor:** David G. Nell

   This course will focus on strategies for helping clients understand and achieve the seven criteria identified by William McNeill, M.D., in The Criteria of Emotional Maturity. The seven criteria are: (1) ability to deal with reality constructively; (2) capacity to adapt to change; (3) relative freedom from symptoms that are produced by tension and anxieties; (4) capacity to find more comfort in other people; (5) capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness; (6) capacity to self-direct, to direct one's instinctive hostile energy into creative and constructive outlets; (7) the ability to love. While the criteria are easily stated, teaching clients how to achieve them in every aspect of daily life is a complex process, which is the business of therapy.

   In this course, participants will learn several strategies and a variety of techniques to help them achieve these goals and the capacity to express emotional maturity. There will be a strong emphasis on the role relationships play in the pursuit of emotional maturity. The quality of authentic interpersonal communication and the capacity to express commitment in a relationship will be explained and discussed. The dynamics of emotional maturity in the family will also be addressed and the importance of this concept in understanding different strategies for surviving and maintaining productivity in other relationships, such as business/relationships, where there is a lack of emotional maturity.

**Chemical Dependency Disorders**

**Instructor:** Mark C. Wallen

Multiple substance use is very common today, especially among alcoholics. Alcoholics, particularly younger individuals, frequently admit to the concomitant use of other addictive-hypnotics, stimulants, narcotics, PCP, volatile inhalants, and marijuana.

The course will provide a review of these substances from a historical, psychological, and biological perspective. It is designed to provide participants with an opportunity to obtain some basic knowledge and skills in the diagnosis, treatment, and rehabilitation of patients with chemical dependency disorders. The multicausal disease model of chemical dependency will provide a framework within which the biological, psychological, and behavioral components of addiction will be examined. Specific treatment approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavior modification, assertiveness training, relaxation and stress management techniques, psychodrama), social treatments (marital, family, halfway house programs), and role modeling (12-step programs, spiritual counseling).

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

**Instructor:** Phyllis Reilly

This course will cover screening, assessment, evaluation, and treatment planning methodology and instruments. It will include a biopsychosocial assessment format that includes DSM-IV diagnosis; history of addictions and other abuse; psychiatric and physical illness; family, vocational, social, recreational history; 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 criteria.

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*Adapted from the Rutgers Experience.*

"An opportunity for professional and personal growth."
Brief Therapy Using Psychoanalytic Approaches C204
With Substance Users: Alcohol and Other Drugs C205
Instructor: Eileen L. Aasenson
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 adult framework; (3) assessment of substance use and related problems; (4) motivation enhancement: assessment and intervention strategies; (5) use of the therapeutic relationship in helping to promote change.

Essential Skills: Contact, Support and Letting Go in Addictions Counseling C206
Instructor: Patricia S. Potter-Ethron
A counselor must make positive contact without getting hooked or engulflng a client. How do you do that? What is support specifically? Is it possible to help a harmed 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) get to drugs and then go of yourself? As a counselor, how do you do these things, and still let go of your client with good timing and without being over invested in immediate results?

Motivational Counseling and Addiction C207
Instructor: Belte Ann Weinstein
This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, treatments addiction. The focus will be on how to diagnose and motivate chemically dependent clients. A clear, theoretical and functional distinction will be made between addiction and addiction. In addition, a new comprehensive model of denial will be presented, along with specific strategies for dealing with it.

Exploring Addiction Treatment and Disorder C208
Instructor: Diane Ratto
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 encountered when working with the dual-disordered population will be addressed.

Working With African Americans C209
Instructor: Gregory A. Binette
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 relationship building when working with African American clients. The major goals of this course are to raise awareness of misconceptions about cultural background and to recognize the impact of these belief systems on treatment and other service delivery areas.

Adolescence and Identity C210
Instructor: Madeline Curreri
In order to develop a sense of oneself as an adult with one's own sense of individuality, one must struggle with the physical, mental, emotional, and spiritual challenges of adolescence. Today, however, for large numbers of teens, drug and alcohol abuse has become a means of protecting and distancing themselves from developmental tasks that seem too difficult to accomplish in a society that has grown increasingly violent, sexualized, and materialistic. As we know, alcohol and drug use do not protect or defend, even for a short time, without exacting a price. Alcohol and drug use are implicated in teen suicides, homicides, predominates, sexually transmitted diseases and eating disorders. This course will focus on three major tasks of adolescence: the ability to integrate body image and personality, the establishment of group and individual relationships, and the achievement of emotional maturity. Particular attention will be paid to early indications that an adolescent is alienated from these developmental tasks and at high risk for addiction and catastrophe. A variety of institutional and individual/caregiver interventions will be suggested.

Addiction and the Social Emotions: Shame, Guilt, Embarrassment and Pride C211
Instructor: Ronald Potter-Ethron
How important is it for people with addictive tendencies to be acknowledged by others? To fit in? To belong? How valuable are these feelings because of the need to fit in, to problems with excessive feelings of shame, maladaptive guilt, or embarrassment? Do they confuse healthy self-worth—the feeling of being better after a successful endeavor—with the false pride and grandiosity of people who fear they aren't good enough to belong? This question will be explored in this class by looking at the nature of social emotions and their connection with the addictive process via a four sphere model of human functioning; a public sphere that defines one's image; a defensive sphere that defines one's shameful secrets that are retained; and a core sphere of self that is associated with the recovery process.

Group Treatment for Substance Abuse: A Stage- C212
of Change Model C213
Instructor: Jack M. Schick
Do you know how to help the most resistant client to change? This course explains how people change and specific goals, objectives, and exercises are structured for stages of change for recovery group process. We will (1) review rapid assessment instruments designed to assess where people are in the change process; (2) examine the principles and practices of effective counselor attitudes and behaviors to facilitate change; (3) explore 15 essential strategies to guide clients through the precontemplation and contemplation and the preparation stages of change; (4) explore 15 essential strategies to guide the client through the action stage; (5) explore 15 essential strategies to guide the client through the maintenance stage; and (6) discuss how all these strategies can work in adolescent and adult group process. You will learn how to evaluate the stages of this material to your client’s and work setting. The approach is based on a strategic group process orientation, incorporating methods to communicate through specific change factors while addressing specific client defenses and strengths. Each session begins with a thorough assessment of what client learned and what change the client is willing to make. The material is based on the research and clinical methods for alcohol/drug treatment developed by Rolnick, Pochapsky, D’Elmante, Norcross, Mont, Abrams.

Families in Relapse, Families in Oriens: C214
Relapse Prevention for the Entire Family C215
Instructor: Claudia A. Blackburn
Today, families continue to receive minimal support and guidance when people who are alcoholic is receiving treatment. Likewise, the new relapse prevention approaches have continued to focus on the addicted individual. In this course, the various relapse prevention approaches and incorporates the main strategies into a family therapy model. Relating relapse prevention strategies and family treatment makes sense for the whole family more likely.

Exploring Addiction Treatment and Disorder C208
Instructor: Diane Ratto
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

Case histories will include examples of individuals with alcohol, drug, CAM, MCA, nicotine, eating or gambling disorders. Methods of instruction will include didactic and experiential formats, case material, analysis, and readings.

Instructor: Craig Nakken
This course will teach the core elements and components central to the way that instructors call Principle-Centered Therapy. PCT is a therapy that works well with recovering addicts 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 has to do with an individual’s, a couple’s, or a family’s ability to acknowledge and become skillful in the use of principles of betterment. In fact, PCT seeks 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 very hands-on class, as participants must be willing and able to enter into a process of self-examination and self-accountability.

Instructor: Bruce Carnuth
People on the antisocial personality of personality organization have been viewed as uncooperative as clients and resistant to traditional psychotherapeutic and addiction recovery efforts. This course offers a new paradigm for treatment based on specific treatment needs and world view of the antisocial person. Emphasis in the course is on treating high-functioning individuals who are misdiagnosed in addiction, mental health and criminal justice settings. Phases of outpatient treatment are described and specific intervention methods for each phase are presented. Three specific subgroups of antisocials will be examined: people who are basically amoral; antisocial people with impulse control disorders, and socials. While recognizing the universal aspects of all antisocial individuals, special dynamics and treatment needs of each subgroup are described. Specific protocols for behaviorally based modalities will be described in the class. The importance of a unified treatment team committed to treatment goals agreed upon by client and team is emphasized. Stages of change and treatment team countertransference are a primary consideration throughout the course.

Instructor: Ronald Potter-Ethron
How important is it for people with addictive tendencies to be acknowledged by others? To fit in? To belong? How valuable are these feelings because of the need to fit in, to problems with excessive feelings of shame, maladaptive guilt, or embarrassment? Do they confuse healthy self-worth—the feeling of being better after a successful endeavor—with the false pride and grandiosity of people who fear they aren't good enough to belong? This question will be explored in this class by looking at the nature of social emotions and their connection with the addictive process via a four sphere model of human functioning; a public sphere that defines one's image; a defensive sphere that defines one's shameful secrets that are retained; and a core sphere of self that is associated with the recovery process.
Environmental controls such as increased excise taxes on alcohol, legation, server training, and regulation of community events will also be considered. Identifying prevention resources available via the Internet will be discussed and relevant world wide web sites briefly overviewed.

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

COURSES

10:15 A.M. - 12:15 P.M. (91, 2, 25-42)

24 Neuropharmacology: Drugs, The Brain and Behavior

June 9 - June 14, 2002
School of Alcohol and Drug Studies

Instructor: John Brick

Neuropharmacology is the fascinating study of the interaction between drugs and 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 will be: pharmacokinetics and mechanisms of drug administration, distribution and elimination; functional and general anatomy of the brain; and the molecular brain and mechanisms of drug action. Drugs to be discussed include: alcohol, antidepressants, anxiolytics, illicit drugs (e.g., marijuana, opiates, cocaine, hallucinogens), and inhalants - the most rapidly increasing and dangerous form of drug abuse in the United States.

25 Cultural, Racial and Ethnic Diversity

Instructor: Anthony Porter

This training will focus on the importance of cultural competence in chemical dependency prevention and treatment. We will explore the impact of oppression when coupled with chemical dependency, developing insight and gaining information to maintain counselor objectivity. Ways in which cultural competence can help the professional empower the client, the agency and the community to enhance the quality of services will be addressed.

26 From Abuse to Dependency: Understanding the Process

Instructor: Thomas E. Legers

This course will provide a good, overall introduction to the disease of alcoholism as well as drug dependency. 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 that young people develop a dependency. 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.

27 Soring, Intoxication, Orientation and Assessment

Instructor: Edward McDonnell

This course will concentrate on assessment skills and their relationship to the core function areas of screening, intake, orientation and assessment. The material presented will focus on the development of the counselor to identify and evaluate a client's strengths, weaknesses, problems and needs in order to develop a treatment plan. This course will provide participants with the information necessary for the CACI certification process and oral/written examination.
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28 The Intervention Process
C202
C203
Instructor: Jorgen Nielsen
The methodology is based on the Johnston Institute model of alcohol use. The course will deal with the mechanisms that affect the client and other close to the client and will focus on how to handle the presentation of a case and facilitate change. The course will be discussed in the context of intervention at the workplace. The aspects of dual interventions and the role of naloxone in one-on-one intervention will be taught. The participants will practice their understanding and skills through simulated interventions throughout the course.

29 Cognitive-Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients
C202
C402
Instructor: Claudia A. Blackburn
Anxiety and mood disorders are more common than any other disorders in the treatment of addicted men and women. Consequently, these clients can be responsible for failure to complete treatment, treatment resistance, and chronic relapse. Without immediate interventions, treatment prognosis may be significantly compromised. The course will provide information on anxiety and mood disorders and how they are displayed in the recovering patient. Participants will have opportunities to learn specific strategies and techniques for use in working with anxious and depressed clients. Practical applications and hands-on experience is the primary goal. Techniques and strategies will include, but not be limited to, self-monitoring, self-management, relaxation, relaxation techniques, questioning, containment, exposure, and social skills training.

30 Therapy: Trauma and Substance Use
C202
C203
Instructor: Eileen Isacsson
This course provides a framework for therapists with clients who have been victims of trauma and who have substance use problems. Topics include: (1) relationship between trauma and substance use; (2) assessment of trauma and alcohol and other drug use; (3) theories of trauma and other defenses; (4) intervention strategies; and (5) use of the therapy relationship to promote change.

31 Sex, Drugs, Mental Illness and DSM-IV-TR
C103
Instructor: Bette Ann Weinstein
DSM-IV-TR, with its over 350 separate psychiatric diagnoses, including substance use disorders, is used by clinicians worldwide for research, statistics and insurance reimbursement. This course will present the differences in the current diagnostic criteria versus the DSM-III-R which is the often confusing and overlapping categories is the best fit for your clients. Current cases will be used to demonstrate how diagnoses are made, usually correctly, but at times incorrectly. This course will also explore the fascinating and often controversial history of psychiatric diagnoses from colonial times to the present, with special emphasis on the more common disorders. The practical application of DSM-IV-TR to the workplace will be discussed with its various uses in clinical practice.

32 The Function of Family Rituals, Routine, Roles, Rules and Resource Factors in Transmitting Alcohol-Related Disease to Other Drug Attitudes and Behaviors
C205
C405
Instructor: Jack M. Schiavo
Whether or not the family participates in treatment, clients must understand the power of family rituals, routines, roles and resource factors (5/15) on their choice to use alcohol, tobacco and other drugs of abuse (ATAQoC). In this course, participants will learn to use the tools for understanding the impact of family attitudes and behaviors on the client's ability to accept powerlessness, vulnerability, acceptance, surrender, the need for help in the recovery process; (2) how clients learn from family of origin how to handle life with or without drugs; (3) explore the rules by which clients live and the roles they play in daily life, as well as the resilience factors they learned from adult caregivers; (4) examine how caregiver relationships affected the way they learned about recovering and family relationships. The course will provide worksheets and exercises to be used with individuals, groups or families in primary chemical dependency treatment programs.

33 Post-Traumatic Stress Disorder and Addiction
C203
C404
Instructor: Madeline Curen
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 their recovery from alcohol and other drug use problems. This course will address PTSD's relationship to trauma, addiction and co-dependency within three groups (abuse, addiction and issues of physical and sexual abuse, and combat veterans). Special emphasis will be placed on understanding the relationship between class discrimination and alcohol, and the levels of victimization, the need to avoid victimization, and the importance of empowerment. Lectures, discussions, small-group process and guided meditation will be used.

34 Halfway House Experience
C201
C205
Instructor: Patricia A. Reihl
The Halfway House is one of the most important environments that can be impactful on treatment for chemical dependency. This course will provide information on the availability and structure of facilities, not only in New Jersey, but across the country. Depending on the type of facility, the course will address the modalities, and philosophy of the Halfway House. It will be highlighted as an overview of fund raising, self- containment and funding sources.

35 The Spirituality of Addiction
C401
C506
Instructor: Craig Nahian
This course focuses upon spirituality as a major component of the addiction-recovery process. The course will explore the relationship between spirituality and substance abuse and the effects of addiction on spirituality. It will provide strategies to maintain spiritual health after treatment and recovery. The course will be offered in the context of the 12-Step philosophy of Alcoholics Anonymous spiritual practices. The course will explore the spirituality of the 12-Step philosophy and the spiritual and moral issues involved in the recovery process. The course will cover the principles of spirituality and the role of the recovering person in the change process. The course will explore the role of spirituality in the recovery process and the role of spirituality in the recovery process. The course will cover the principles of spirituality and the role of the recovering person in the change process. The course will explore the role of spirituality in the recovery process and the role of spirituality in the recovery process.

36 Relapse Prevention Therapy
C202
C401
Instructor: Don L. Mayer
Current research indicates that a clear majority of people treated for chemical dependency return to chemical use. These clients often have needs that are different from those of clients who are able to sustain abstinence.

This course will cover the importance of the role of relapse prevention in treatment for chemical dependency. The course will cover the role of relapse prevention in the treatment of chemical dependency. The course will cover the role of relapse prevention in the treatment of chemical dependency. The course will cover the role of relapse prevention in the treatment of chemical dependency. The course will cover the role of relapse prevention in the treatment of chemical dependency.

37 Strengthening Families in Recovery from Chemical Dependency
C405
C406
Instructor: Bruce Carneth
This course describes four styles of family pathology: chaotic families, rigid families, neglectful families and high functioning families in crisis. In each of these families we will examine the manifestation and impact of chemical dependency and develop strategies for intervention. We will provide a structured treatment approach to chemical dependency families with these interventions: chemical dependency is a systemic disorder and impacts all family members; every family is unique and has special needs that have to be considered in treatment; there is no effective one size fits all approach for families; the impacts of family development problems such as blended families, the childless family, the family in poverty and the family with multiple identified patients will be a primary consideration. The course will address the dynamics of our own families, case analysis and treatment planning exercises.

38 The Teaching Heart Connection in Recovery
C401
C506
Instructor: Patricia A. Patten-Effron
Long-term recovery is often based in finding the grounding and balancing point of the heart that is unique to each person. The heart connection helps cut through the intellectual tangents of addiction like false reasoning. It counteracts self-hate, self-pity and emotions, which underlies blame. It is a promoter of moral and spiritual growth and self-love. Experience the heart can be stronger than the brain, research is ongoing regarding its influences. This course addresses how to use heart connection and how to teach heart connection to a recovering person. It includes research designed ways to support yourself, as well as ways observed and described by recovering people. Practical techniques, therapeutic exercises, and experiments will be offered to demonstrate finding written about and experienced in the present as well as the past.

39 Managed Care: A Threat to Clinical Integrity and Counselor Well Being?
C504
C507
Instructor: James F. Emerick
Historically, clinical staff rarely had to be concerned with financial aspects of providing treatment to their patients. Generally, their clinical judgment and recommendations were accepted and the clinician could do what they desired. Today it is likely that clients will ask, "Where will you send me to get help?" The managed-care environment has produced more financial changes that do not apply to the public and private sectors.

Many clients are experiencing frustration — and in some cases of cure — as a result of their professional judgment being questioned or compromised; (b) pressures have been placed upon them that threaten their personal and professional integrity; and (c) that the provision of necessary care is not possible in the current climate. Participants can learn methods and techniques that will enable them to function more successfully and comfortably within the demanding and rapidly changing environment. We will focus on (a) the different areas of managed care; the importance of maintaining well being in the workplace, the provision of high quality care; and (c) the importance of maintaining well being in the workplace. We will also focus on (a) the different areas of managed care; the importance of maintaining well being in the workplace, the provision of high quality care; and (c) the importance of maintaining well being in the workplace.
management and clinical supervision and their relationship to successful interaction with managed-care entities.

This course will help students identify the legal and ethical considerations that are involved in providing effective, quality care with personal and professional integrity by learning how to meet integrated managed-care demands with respect for individual treatment planning, clinical supervision and case management.

Participants will also be involved in personal work that will be helpful in dealing with the stresses, conflicts, and at times, ethical dilemmas that develop in the current environment.

**40 Ethics for Chemical Dependency Professionals**

**Instructor:** Nikola Irish Moyer

This practical course will first present a brief overview of the development of ethical practices in chemical dependency and then focus on ethical issues currently facing treatment professionals. The class will use active learning methods to explore such issues as: cultural difference in treatment practices; financial constraints versus quality patient care; brief versus traditional treatment; boundaries between staff, clients and administrators; effects of diagnosing.

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

**41 A Compulsive Gambling Component for an Alcohol/Drug Treatment Program**

**Instructors:** Annie Wexler and Shells Wexler

In this course, the similarities and differences between alcoholism/ drug dependency and compulsive gambling will be explored. Understanding the theoretical framework and factors underlying the causes of compulsive gambling will be discussed. Assessment criteria for compulsive gamblers (legal, psychological, etc.) related to compulsive gambling, methods of treatment, and rehabilitation approaches will be presented. Techniques for use by counselors to implement a compulsive gambling component in an existing alcohol/drug treatment program will be provided and resources for clinicians will be recommended.

**42 Community Based Prevention Strategies**

**Instructor:** Thomas Griffin and Roger Svecene

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

The course will identify promising strategies and approaches being used, examine current research efforts to assess effectiveness and implementation, and evaluate procedures and preliminary findings regarding both coalition processes and outcomes. Examples of a variety of approaches to prevention will be considered including: youth-oriented efforts; school-based curricula; environmental controls such as excise taxes, keg registration and server training; and comprehensive community-wide projects that include multiple approaches.

Whenever possible, examples from students participating in the course will be integrated into discussions.

**COURSES**

1:45 P.M. - 3:45 P.M. (923, 43-54)

Please note: Both sessions are required for The Diagnosis and Treatment of Chemical Dependency Disorders (923).

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

**Instructor:** Mark C. Vallen

See 10:15 A.M. for course description.

10:15 A.M. - 1:15 P.M. (924)

**Instructor:** Edward J. Flynn

The course will focus on the pharmacology of street drugs and its relationship to the biopsychosocial disease process. The course will analyze the biological aspects, the psychological aspects and the social aspects of the disease model. The effects of drugs on each of these aspects will be presented in terms of symptoms, causes and cure. The goal of the course is to develop the ideas of substance abuse liability as a family illness and facility with the major assumptions, concepts and theories in the field. The material to be discussed will exemplify both theoretical and applied illustrations to depict the role of substance abuse liability in prevention, treatment and advocacy issues. Particular emphasis will be placed on the developmental nature of the disease and the role that pharmacology can play in early intervention and treatment.

10:15 A.M. - 4:15 P.M. (920, 40-49)

**Instructor:** Claudia A. Blackburn

Men and women have specific issues that create barriers to obtaining treatment and maintaining sobriety. This training is intended to provide professionals in the chemical dependency field an understanding of the unique gender issues surrounding treatment. Program strategies and treatment approaches that enhance the integration of a gender sensitive treatment model are presented.

This course will explore the unique needs of men and women concerning the obstacles they encounter in gaining access to treatment and in maintaining abstinence. First, a historical perspective outlining the trends within the addiction field is presented, along with current research highlighting gender specific responses to treatment and intervention. Second, gender specific patterns of use, treatment resistance, clinical presentation and release are explored. Treatment program recommendations, treatment planning and continuing-care considerations to address the current limitations in most outpatient and inpatient treatment facilities are explored.

10:15 A.M. - 4:15 P.M. (920)

**Instructor:** Ronald L. Figueurza

This course will focus on special considerations that are important in working effectively with Latino/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.

1:45 P.M. - 4:15 P.M. (920)

**Instructor:** Anthony Canady

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

1:45 P.M. - 4:15 P.M. (920, 10-1)

**Instructor:** James F. Emmett

This course is designed to enable intake counselors, EAP counselors and general practitioners to develop effective techniques for gathering information that is sufficient to support an appropriate diagnosis and referral for those clients who may be unable or unwilling to recognize and acknowledge their addiction. The techniques are valuable in assisting those clients who are in strong denial and/or self-selection to recognize their illness for what it is and to accept referral (enrollment) into appropriate treatment. By gathering the needed information at the assessment level, the most appropriate treatment modality can be selected and the treatment plan formulated.

1:45 P.M. - 4:15 P.M. (920, 10-1)

**Instructor:** Claudina A. Kokke

This course will present a comprehensive and in-depth overview of gender specific issues and considerations in chemical dependency treatment. The course will address a variety of topics including: historical and cultural perspectives on gender, gender identity and gender expression, how gender affects chemical dependency treatment, gender-specific treatment issues, gender-specific relapse prevention strategies, the role of gender in treatment planning and implementation, and evaluation procedures and preliminary conclusions.

June 9 – June 14, 2002

**School of Alcohol and Drug Studies**

**Instructor:** Caroline Eick

This experiential course is designed to help counselors become more deeply aware of the strengths of their clients and counselors, to help them find practical strategies to remain open and receptive to their own responses and feelings, and to help them generate the conditions favorable to maintaining an honest and meaningful therapeutic relationship, even and especially when facing challenging people, problems, situations and interactions. Counselors are encouraged to recognize the uses/limits of naivety on their part and are helped to actively extract the healing powers of those perceived weaknesses.

**45 Working with Latinos**

**46 The Dually Diagnosed Patient: Treatment and Recovery**

**50 Individual and Group Activities with Adolescents**

**Instructor:** Don L. Moyer

This highly interactive course will focus on basic skill development. Participants will experiment with user-friendly, supportive group modalities and will learn basic concepts. The class will consider the relative merits and risks of a problem-focused and a solution-focused, the possibilities for a balanced focus.

Teaching methods will include: lecture, discussion, and dyadic and small group role exercises.

**50 Individual and Group Activities with Adolescents**

**Instructor:** Madeleine Curnen

This course is designed for those who have knowledge of adolescent development issues. Working with adolescents can be demanding, challenging, time consuming and frustrating. Using various training and case studies, we will listen to adolescents as they struggle with issues of relationships, substance abuse, and violence. Then, through participatory lecture and group games, participants will learn a variety of techniques that will help them work with individual teens and to create adolescent groups that have been built on ego strengths, develop assertiveness and empathy, and manage feelings.

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

**Instructor:** Nikola Irish Moyer

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

This is an interactive course with emphasis on learning and experimenting with brief therapy approaches through participatory lecture, discussion, and role play in dyads and small groups.
How to Use the Big Book (Alcoholics Anonymous) C102
In Your Treatment Program C101

Instructor: Fred T. Reith

This course is designed for professional who want to learn about the basic text of Alcoholics Anonymous. The course will show you how to decode Bill Wilson's writings and expose the wealth of information contained therein. The instructor has made an extensive study of the basic text of Alcoholics Anonymous and will integrate material from other tracts and experiences into his presentation of Hatha, Rajai and Gyanna yoga, work on the development of a personal style of meditation, learn a passage from the Pali Ta Na and teach the use of the Wicca spell to help with personal healing. This course will focus on the importance of knowing the facts, laws, and categories of drug development. Techniques to use humor in progressive recovery, with specific emphasis on Jan's support group, will be offered. Self-assessment and current use of humor in the counselor's life will also be explored. Participation in the School of Alcohol and Drug Studies course resources and process to implement humor as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.

Spirituality, Addiction, and Desire: Engaging Higher Power in the Process of Recovery C102
Instructor: Thomas E. Legere

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 the course, lecturers 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 alcohol and drug addiction; (3) be able to discuss the spiritual and religious issues behind gambling, sex and relationship addiction, and food disorders.

Building Self-Esteem in Recovery C102
Instructor: Jack M. Schobh

Enhancing self-esteem is essential to recovery and mental health. The treatment process must be guided by sound theory and practice; hence, the clinician needs a theoretical foundation and specific techniques to help the person enhance self-esteem. This course explores a comprehensive model of self-esteem presented in Chris Mruk's research and the model of self-esteem presented in the Multidimensional Self-Esteem Inventory. This model focuses on measuring and enhancing eight dimensions of self-esteem. Participants will assess their self-esteem and interview each other using clinically validated instruments. They will learn how to conduct a complete treatment program using a series of exercises aimed to enhance each of the eight dimensions of self-esteem. This approach can be used with juvenile and high school students, college age students and adults in a long-term inpatient program or outpatient program. Recent and past research can measure the effects of the program on enhancing self-esteem. Workshop activities are designed to provide a safe environment in which participants can present their feelings and experiences in prevention education programs. Theoretical material will be presented in didactic form; however, students should be prepared to participate in group process each day to learn and apply the material.

The Art and Psychology of Humor in Addiction Recovery C102
Instructor: Raymond P. Dreitlein

Humor has been used as an effective tool by experienced addiction treatment professionals in client outcomes from alcoholism/drug dependency programs. In fact, many use the development of humor as a counseling tool that can enhance or retard the recovery process. A working definition of humor and an understanding of how it relates to addiction will be introduced. Participants will review the history of humor, laws, and categories of drug development. Techniques to use humor in progressive recovery, with specific emphasis on Jan's support group, will be offered. Self-assessment and current use of humor in the counselor's life will also be explored. Participation in the School of Alcohol and Drug Studies course resources and process to implement humor as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.

Letting Go of Anger C102
Instructor: Ronald Porter-Ehman

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 ten anger styles: anger avoidance, passive aggression, paranoia, shame based anger, deliberate anger, sudden anger, anger directed inward, repression, resentment, more anger, and habitual anger. All of these will be compared and contrasted with so-called healthy anger and related to the addictive process.

60 The Practice of Rational Emotive Therapy (RET) C102
Instructor: Edward McDonnell

The purpose of this course is to discuss how Rational Emotive Therapy (RET) can offer useful perspectives and effective tools to prevent relapse for addicts in early recovery. The course will explore the conceptual foundation of RET and describe new applications to be used in conjunction with the philosophy of 12-step programs in identifying relapse triggers. The therapeutic process of RET will be demonstrated in class by having the students use new innovative concepts on themselves and classmates.

Twice the Ride: HIV and Addictions C102
Instructor: Paula Toynton

HIV and addiction is a marriage that has created the greatest public health crisis in modern western civilization. Fifty percent of New Yorkers and New Jerseyans have smoked marijuana to get high or deal with a result of injection drug use. Both injection and non-injection substance abuse is highly correlated to HIV risk behavior among all populations. The fastest growing group at risk for HIV infection today is women. This course offers addiction counseling professionals the necessary information and skills to meet the challenge of this dual crisis. Participants will develop an understanding of the following: HIV transmission; disease progression; current prevention practices that are based on behavior change theory; the current advancements in the treatment; and the means in which addiction-counseling professionals can play a role in both stemming the tide of the epidemic and assuring that their clients are receiving the greatest benefit from prevention services, health care and treatment.

Treatment in Community Corrections C102

Instructors: Robert Mackey and Dominic Lisa

This course outlines how to implement and maintain an addiction focused correctional environment. The purpose of this course is to prepare students about how addiction affects correctional systems. Students will understand: (1) how residents earn more responsibility and respect as they progress in their recovery; (2) how recovery from addiction, drug dealing and criminal thinking becomes a viable career choice in a legitimate and productive an environment; (3) the importance of an addiction focused correctional environment and the concepts necessary to maintain it; (4) how integrated treatment programs can keep at-risk offenders and individuals with substance abuse histories and co-occurring disorders; (5) how residents maintain a meaningful, moral, and moral lifestyle; (6) how to intervene in a healthy manner; and (7) how to develop an intervention.

63 Tobacco Control and Prevention C102

Instructors: Thomas Grffin and Roger Swanson

In the wake of settlements with the tobacco industry triggered by a variety of lawsuits with the tobacco industry, states and community groups throughout the county 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 control programs. 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 health issues. Participants will be introduced to strategies and procedures, and prevention practices will be reviewed and described. Strategies to assess community readiness, needs and resources will be analyzed.

Substance Use and Abuse by College Students C104

Instructors: Lisa Lallman and Richard L. Powell

This course is designed to provide participants with a basic understanding of the structure of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed in three areas: (1) campus alcohol and drug policy; (2) education, training and prevention; and (3) clinical intervention. Participants will be exposed to both current approaches and emerging strategies that 15
School of Alcohol and Drug Studies

are designed to minimize collegiate substance abuse and its consequences. Through lectures, demonstration, interactive discussion, role play and problem solving, participants will learn new strategies and resources for dealing effectively with the problem of substance abuse on college campuses. Emerging initiatives in the areas of substance-free living arrangements on campus, partial-residential and student assistance approaches to intervention and the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.

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

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GENERAL APPLICATION FOR SCHOOL OF ALCOHOL AND DRUG STUDIES

JUNE 9-14, 2002

Last Name _______ First Name _______ Middle Name _______

Home Address _______ Street _______ City _______ State _______ Zip _______

Home Phone _______ Business Phone _______ Fax No. _______

Social Security No. _______ Rutgers University requires this information to fulfill reporting requirements for lifetime learning credit established by the IRS under the Taxpayer Relief Act of 1997.

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

Years of College: _______ Highest Degree Awarded: _______ College Attended: _______

Name of Employer (Note: This address will be listed on roster): _______ Your Position: _______ Work Hours: _______

Business Address _______ Street _______ City _______ State _______ Zip _______

Describe your present duties (continue on other side if needed): _______

Previous attendance at a School, Institute or Conference on Alcohol/Drugs: _______

Year(s) of attendance:

Courses in which you wish to register (considerations of class size and scheduling conflicts make it important to list 3 choices for 8:00 A.M., 3 choices for 10:15 A.M. and 3 choices for 1:45 P.M., in order of preference): _______

1. _______ Title: _______ 1. _______ Title: _______ 1. _______ Title: _______

2. _______ Title: _______ 2. _______ Title: _______ 2. _______ Title: _______

3. _______ Title: _______ 3. _______ Title: _______ 3. _______ Title: _______

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

Signature _______ Date _______

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

A/C No. _______ Expiration Date _______

Signature _______ Date _______

For Office Use Only _______ Instructor _______ Instructor _______

Course Number _______ Course Number _______ Course Number _______

Grade _______ Grade _______ Grade _______
Institute of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 2002 Institute of Alcohol and Drug Studies is directed by Gail Gleason Millgram, Ed.D. The Institute is 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 general lectures and special interest seminars to support and supplement the course work. In addition, students have access to the outstanding resources of the Center of Alcohol Studies Library, located in Binkley 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 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. The classrooms, food service area, 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 laypersons with an interest in these areas.

COSTS

Tuition: $645.00
Room/Meal Plan: $380.00

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 single occupancy room with shared bath. University dormitories are non-smoking buildings, including individual rooms; linen, towels, and maid service are provided in both housing options. Each housing option includes a meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unenrolled individuals.

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

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A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee upon acceptance 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. Wire transfer charges must be paid by the sender.

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until June 17, 2002. 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 or money order (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). The official IADS 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) 445-6517
FAX: (732) 445-3593
E-mail: collins@ncl.rutgers.edu

SCHOLARSHIPS

The Institute has no scholarship funds of its own. However, it does assist in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the room/meal plan, but not travel; (2) full medical student fellowships through the Skalski Family Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; and (3) tuition scholarships through the J. Seward Johnson, Sr. 1963 Charitable Trust (that do not include the room/meal plan or travel).

Applicants can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, Skalski medical student fellowships, and J. Seward Johnson, Sr. scholarships are also offered at the School of Alcohol and Drug Studies; however, scholarship application can be made to only one of the schools in a given year. [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; each full scholarship covers tuition and the room/meal plan. Scholarships applications must be received by the end of the business day on April 15, 2002. Each applicant must submit a letter of application.
must send the following information: (1) a completed general application form (found at the end of the IADS section); (2) a letter from the candidate stating that he/she is applying for an Alumni Scholarship 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: (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; and (2) persons who have received an Alumni Scholarship in the past five years cannot apply.

The requirements listed below must be fulfilled for the packet to be reviewed by the Alumni Association Scholarship Committee. The letter of application should describe how the person meets these scholarship 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 or 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; parents who are misusing alcohol and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
- Explain the financial need for requesting scholarship aid. Applicants will be required to sign a form verifying their annual salary is less than $50,000 per year.

**Scaife Medical Student Fellowships**

Medical student fellowships are funded by the Scaife Family Foundation; each scholarship covers tuition and the room/meal plan, with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course designed specifically for medical students, and one other course of their choosing in the remaining time slot.

Each applicant must send the following information: (1) a completed general application form (found at the end of the IADS section); and (2) a letter from the medical student stating that he/she is applying for the Scaife Family Foundation Fellowship, his/her medical school and current year of attendance, and how attendance at the institute will impact on his/her work in the medical field. The applicant must also include: mailing address, phone number, and e-mail address where he/she can be reached currently and after the end of the semester. Scholarship applications must be received no later than May 15, 2002; however, fellowships will be awarded to applicants who meet the criteria on an application date received basis.

**J. Seward Johnson, Sr. Scholarships**

The J. Seward Johnson, Sr. Scholarships, supported by the J. Seward Johnson, Jr. 1963 Charitable Trust, will be awarded to individuals who are working in prevention, education, intervention, and treatment of young people. Each scholarship covers tuition, but does not include the room/meal plan or travel. 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; and (2) persons who have received a J. Seward Johnson, Sr. scholarship in the past five years cannot apply.

Scholarship applications must be received by the end of the business day on April 15, 2002. Each applicant must send the following information: (1) a completed general application form (found at the end of the IADS section); (2) a letter from the candidate stating that he/she is applying for the J. Seward Johnson, Sr. Scholarship and describing his/her background and work with young people and how attendance at the institute will impact on his/her work in the field; and (3) a letter of recommendation that addresses the applicant's attributes and role in the field.

**CERTIFICATE**

A certificate of attendance will be awarded to each person who successfully completes the Institute. Rutgers 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 meets the continuing education requirements for renewal of the New Jersey social work license/certification.

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

"The contact with colleagues from around the world was valuable, informative and fascinating."

**DAILY TIME SCHEDULE**

**Sunday**
- 12:00 - 5:00 p.m.: Registration Sign-In (Pre-registration required)

**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 – 8:00 p.m.: Special Interest Seminars (Monday and Wednesday)

**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.) to equal 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.

"Outstanding professors!"

"The instructors were dynamic and were all experts in the field of alcohol and drug abuse."
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 formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for Medical Aspects of Alcoholism (65). The Development of Self (56), Self-Inquiry: A Path of Psychological and Spiritual Awakening (57), and Providing Quality Treatment in a Managed-Care Environment, Using the New ASAM PPC-2R Assessment, Treatment Planning, Placement and Documentation (58), each of which meets for four hours per day, plus four hours of outside work, for a total of sixteen hours. Students admitted into any of these courses will take only one course during the 8:00 a.m. and 10:15 a.m. or 10:15 a.m. and 1:45 p.m. sessions. Class times are Monday through Friday from 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.

Medical Aspects of Addiction (65)

Instructor: Douglas Zedelis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School

This course is designed to review the medical aspects of addiction for medical students and physicians. It will provide participants with an opportunity to acquire some basic knowledge of and develop skills on the diagnosis and treatment of patients with chemical dependency disorders. During the first part of the course, the focus will be on defining chemical dependency with a view of diagnosis of the various addictive components. The last part of the course will focus on psychiatric intervention techniques and a review of psychiatric and medical student impairment as a result of chemical dependency disorders.

The Development of Self

Instructor: Bruce Callahan

Integrity, competence, centeredness, identity, potency, boundedness and presence are all characteristics of a well-developed self. This course explores how we can enhance these attributes in ourselves and in our clients. We will explore basic character pattern and structure and how the higher cognitive functions of self, such as beliefs, decisions, memories and interpersonal strategies, impact on an individual's relationship to himself/herself. The relationship of self to feelings (affect) and sexuality may also be examined. Experiential learning methods will be used. Participants are expected to participate in personal exploration and group process in the class.

The conceptual framework for the course is grounded primarily in psychodynamic theory. Contributions of Gestalt Therapy (Irving and Miriam Poliner), Transactional Analysis (Bob and Mary Goulston), Psychoanalytic Psychotherapy (Norton and Steinman) and Psychosynthesis (Scott Peck and Jon Kabat-Zinn) are also utilized in the course. The model for psychotherapy offered in the course is the instructor's synthesis.

Self-Inquiry: A Path of Psychological and Spiritual Awakening

Instructor: Patricia A. Burke

The journey of healing from chemical dependency begins with awakening the sensitive wisdom of the body by abstaining from the use of chemical substances. As the journey continues, recovery focuses on challenging negative thinking, identifying and expressing feelings, and building a sense of self as identity. In the later stages of recovery a new impetus emerges, an impulse to discover what is deeper than the stories of who we think we should be. The journey of self-discovery leads to a realization of the deepest possible awakening of who we really are. This course will explore such topics as psychological work in service of spiritual development principles of Buddhist and Christian meditation, as a psychological tool of self-investigation, spiritual inquiry, undoing negative beliefs and misconceptions, being with feelings in the moment, divided and undivided consciousness, and awakening the heart of compassion.

Therapeutic strategies used in this course will be drawn from diverse spiritual and psychological traditions such as Buddhism, the Twelve Steps of Alcoholics Anonymous and Humanistic, Transpersonal and Depth Psychologies. We will also provide participants with learning experiences such as role play, clinical demonstrations, guided meditation, the practice of mindfulness, small and large group process, and writing processes.

Providing Quality Treatment in a Managed-Care Environment, Using the New ASAM PPC-2R Assessment, Treatment Planning, Placement and Documentation

Instructor: Gerald D. Shultman

Using the newest version of the ASAM Criteria (2000), this course explores the evidence for diagnostic and dimensional assessment leading to treatment planning and levels of care placement for use in public, private and military programs. Recommendations will be made for using the ASAM Criteria in everyday practice and for the effective use of assessment and planning processes for use in addiction treatment settings. Participants will be exposed to case management using the ASAM model and the ASAM criteria and will learn the process of using the ASAM criteria to manage clients and patients in a successful way.

Dual Diagnoses: The Drive for Integrity

Instructor: J. Calvin Chatlow

This course is a comprehensive introduction/review of dual diagnosis and cooccurrence principles of psychiatric and chemical dependency treatments, including areas of assessment/diagnosis, a developmental biopsychosocial model of addiction, DSM-IV classification, ASAM levels of care, psychopharmacology, a 12-step transformational treatment approach and prevention. The emphasis in all areas will be on integration—personal, interpersonal and within systems. The participants will experience the power of this perspective and be able to apply it at many levels in their own work. It is recommended that participants be familiar with DSM-IV.

Treating Co-occurring Psychiatric Disorders and Addiction: Taking the Mystery out of Mixed Mental Illnesses

Instructor: Kathryn Beiard

When individuals with Axis I disorders such as schizophrenia, mood or personality disorders present in treatment, there is no question that a different approach is needed. The mental health system is now referring clients more frequently to addictions treatment, and the addictions professionals who may feel that our skills are not adequate, and that we cannot hope to support recovery for an individual who is experiencing co-occurring mental illnesses: where to start, and what to do can be a mystery.

This course is designed for those who are seeing increasing amounts of clients with co-occurring mental illness on their caseloads, and need additional skill and insight for dealing with this population effectively. We will explore effective options for increasing understanding of Axis I disorders, and the skills to use in assessment and treatment. We will analyze the ways in which a serious and persistent mental illness decreases the effectiveness of treatment, and how to effect the successful treatment of those with an addictive disorder; and ways in which to modify our therapeutic techniques so that we are successful with this population. Countertransference issues and patterns in treatment will be discussed. Course format includes didactic presentation, case discussions and experiential exercises, didactic, and role play to provide a supportive learning environment that is new look at how we see as our most difficult clients. Participants are encouraged to bring specific case examples for discussion.

Diagnostic Perinatology and Addictions

Instructor: Diane Ruffo

This is a hands-on course. Participants will be required to diagnose cases and identify Axis I and Axis II disorders. Participants will learn diagnostic techniques. There will be a review of the DSM-V—changes in substance-related and substance-use disorders. Prior knowledge of personality disorders is helpful. This course is experiential as well as didactic.

Crisis Intervention with Children, Adult

Instructor: Melvin Sandler

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, interpersonal relationships, and in the parenting role and other areas in their life. This class will discuss a framework for understanding their vulnerability to experiencing crises during some of these phases while being super performers in others. Emphasis will be placed on developmental tasks and needs (Eric Erickson), defense structures and formation (psychodynamic understanding) and role formation (Sharon Wegscheider-Cruz, Claudia Black). Focus will be on using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be demonstrated. Methods of the debriefing of individuals and groups who were victims of traumatic events will be demonstrated using critical incident stress debriefing based on the Mitchell Model. Participants will be expected to take part in experiential class assignments.

How To Be Your Own Therapist

Instructor: David G. Hall

This course focuses on the necessity and the strategies of self-care. Working in the helping professions requires the practitioner to maintain a healthy mental and physical state. This course will provide a personal self-care approach to learning about the roles of self-care to improve the ability to resist stress reactions before they happen. The central theme of this course is how to gain more satisfaction from the life you lead.

Creative Approaches to Counseling Special Populations

Instructor: Cheryl D. Rease

This course is designed to assist participants in counseling African American, Native American, Latinx, Hispanic, gay and lesbian and bisexual clients utilizing cultural and diverse techniques introduced in the course which include, music, eye movement desensitization and
reprocessing and cultural traditions that strengthen the therapeutic process.

75 Coping Skills Treatment for Substance Abusers C020
Using a Time-Limited Model C021
Instructor: Thomas J. Morgan
This course will focus on how to use brief, cognitive-behavioral coping skills in counseling clients with alcohol and drug use problems.

These skills include: (1) coping with urges and cravings; (2) managing thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrelevant decisions. Another focus will be to integrate the use of traditional, disease-model treatment techniques/processes with standard coping skills training. Participants will be given a comprehensive list of selected readings that will be used during the course. The course will use didactic presentation, group discussion and role-playing exercises.

76 Acute and Post-Traumatic Stress Disorders: C022
The Co-Morbid Relationship between Trauma and Addiction
Instructor: Claudia A. Bleckbum
Addicted individuals often 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 plainly be disadvantageous to the person or patients among the addicted. More than ever, there is a growing body of empirical data supporting the connection between traumatic stress and chemical dependency. Within this specific population, the health care professional must tailor treatment to meet the unique needs of the patient and to increase the probability of a successful outcome.

The central theme of this course is the role of trauma in the intervention, treatment and relapse prevention strategies used in addiction. The key components of the vulnerability model of trauma, self-mediation theory and traumatic stress sequences are discussed to highlight the implications of trauma in the treatment process. In order to assist the clients and their families in managing the impact of their traumatic stress throughout their lives, specific therapeutic considerations are presented using experiential and case presentations.

77 Spirituality: The Golden Key to Recovery C041
Instructor: Thomas E. Lagere
If a person has truly connected with the higher power, all changes in his/her life are cosmetic and temporary. But how does one go about this process? In this course, we will survey all of the psychological steps on the road to recovery. Using the insights of Carl Jung, Joseph Campbell, and the best thinkers in spiritual psychology, including the works of Abraham Heschel and Karen Armstrong, we will explore the knowledge of the soul and understand the transcendence of the soul. Through a spiritual perspective, one can stretch the boundaries of knowledge and awareness on the road to wholeness.

78 Stress and Addiction: A Lethal Partnership C020
C021
Instructor: Robert J. Lynn
This course will examine the major issues that are associated with stress and burnout in the addictions field. Burnout can occur in many occupations; however, substance abuse professionals are a highly susceptible group. Stress and addiction often share a similar underlying pathology and in combination can have a devastating effect on both client and counselor. In this course, stress and addiction will be explored in relation to counseling theory, treatment design, program management, and from an individual. The session will also focus on the development of both individual and organizational level. Acknowledging that stress and burnout are a natural phenomenon in substance abuse counseling, the participant will develop a plan for identification, treatment and continued recovery. The participant will also be challenged to examine the broader context of his/her life and that of the client in understanding burnout (i.e., not only the job but what brings him/her to the job). Techniques for dealing with stress and burnout will be demonstrated such as self-checkout, relaxation exercises, problem solving and intervention strategies.

79 Ethics and Boundary Issues for Counselors C051
Instructor: Ann Crowley and James F. Emmett
This course introduces the current healthcare theories for ethical decision making and applies them to various situations. It is aimed at helping and guiding counselors in their work with clients and in reaching ethical decisions in their professional work situations.

This course is highly interactive with minimal lecture time. Participants 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 typical world situations that both clinical and administrative staff experience in today's treatment organization. Participants clarify their own professional code of ethics and learn the importance of an organizational ethics committee and its role in assisting clinical staff to process ethical questions.

80 Working with the Alcohol- and Drug-Affected C026
Family
Instructor: Jack M. Schmahl
Clients must understand the power of family rituals and routines in maintaining problematic attitudes and behaviors. In early recovery, clients must address their alcohol/drug abuse from a family perspective even if the whole family isn't in treatment. Clinical professionals must address the origins of their clients' beliefs about self, others, work and God in family rituals and routines. More importantly, they need to understand the process of ritual and routines in maintaining current alcohol/drug use. In this course participants will explore the impact that family rituals, routines, roles and rules have on clients beliefs about the meaning and power of drugs in their lives. The course will provide the clinical tools necessary to help clients investigate the connection between family origin and current beliefs about self, others, work and God.

81 Improving Family Communication: How to Rediscove Each Other C406
Instructor: James Wasser
The intrusion of television and computers on family interaction has often resulted in minimal conversation and in family alienation. This course will provide some effective techniques to foster conversation, improve listening skills, interpret hidden messages and reversals, 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 fundamental goal for the participants and their students/children: greater self-awareness and a higher degree of understanding and respect for each other; (2) to provide participants with opportunities to practice these skills and become more confident in using them; and (3) to maximize their impact by implementing the program in both a group and an interpersonal communication; and (4) to participate with some personal, reflective time to "rediscover" themselves. It is hoped that the need for the development of self-awareness and interpersonal communication will serve as a catalyst to help group members to be more effective in their work with clients.

82 Campus Drug and Alcohol Abuse Strategies: C056
Instructor: David S. Anderson
This course will be designed to address current campus alcohol and drug problems. Students will learn about the current campus drinking and drug abuse trends and develop strategies to address these issues. The course will also look at the nature and appropriateness of strategies to address drug and alcohol abuse and related problems, blending knowledge of life skills development and state-of-the-art prevention and intervention strategies.

Course foundations will be based on multiple national initiatives: (a) the applied resources prepared by the Preventing Practices: Campus Alcohol Strategies project, which help campus leaders orchestrate action planning; and (b) the insights from multiple research efforts, including the College Alcohol Survey (1970-2000) and the Drug and Alcohol Survey of Community Colleges (1991, 1998), the Monitoring the Future Study and the Core Survey; and in the seven life health strategies ranging from Challenge 2000.

Participants will emerge with a thoughtful understanding of today's college students' attitudes and strategies concerning alcohol and drug use, and an awareness of emerging needs. Participants will design a reasonable, appropriate plan of action to assist in developing or enhancing a need-based campus approach and provide the foundation for documentation of results.

83 Using Risk and Protective Factors in Prevention: C508
Why Risk and Protective Factors Matter in the Design of Effective Intervention
Instructor: Fran Iman
This course will explore risk and protective factors and how to match prevention policies and services to the areas and populations served. Benchmarks for continual outcome guided improvement in these areas will be linked to science-based theory. Both school and community programming will be highlighted.

COURSES
10:15 A.M. - 12:15 P.M. (655-68, 84-99)
Please note: Both sessions are required for Medical Affairs of Addiction Counselors. See the Health Care and the Prevention of Psychological and Spiritual Awakening (461), and Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PLAN for Treatment, Treatment Planning, Placement and Documentation (486).

56 Medical Aspects of Addiction C102
(Both 8:00 and 10:15 sessions required)
Instructor: Douglas Ziedonis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School
See 8:00 A.M. for course description.

57 The Development of Self C201
(Both 8:00 and 10:15 sessions required)
Instructor: Bruce Garuth
See 8:00 A.M. for course description.

67 Self-Inquiry: A Path of Psychological and Spiritual Awakening C506
(Both 8:00 and 10:15 sessions required)
Instructor: Patricia A. Burke
See 8:00 A.M. for course description.
The most current assessment tools will be examined to include DSM-V, ASAM PFC-2.0, and LOCI. Students will learn how to determine the appropriate level of care, length of stay, continuum of care and discharge plan for each client. Supervision procedures will be demonstrated through individual case reviews.

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

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

The course will cover relevant aspects of the major kinds of trauma, including mental, emotional, and sexual trauma. We will review the diagnostic criteria of complex post-traumatic stress disorder (CPTSD) and the criteria for diagnosis of the trauma, including re-enactments and other patterns. We will also provide an overview of traumatic memory, dissociation, trauma, PTSD, and major depression. Finally, we will review selected clinical interventions that work most effectively in different stages of the recovery process.

This course will focus on the individual aspects of drug addiction, as well as the behavioral addictions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.). The final part of the course will be discussion of the elements and principles that make up what we call recovery. Topics to be discussed will include primary versus secondary addictions, objectives, process, process, negative consequences, experience, relapse of addiction, mutual vulnerability, limited control and limited dependence.

In this course, students will learn how to use the principles and their application to various mental health problems commonly experienced in recovery clients. The course will present selected evidence-based approaches and their applicability to various mental health problems commonly experienced in recovery clients.

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96 Legal Aspects of Alcohol Counseling

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C502 Legal Aspects of Alcohol Counseling
Instructor: William J. Kine
This experiential and practical course is suitable for all counselors and program administrators from any prevention, referral, employee assistance, and treatment program. The course will explore clinical and service delivery issues within the entire landscape of legal authorities. With information provided, 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 clients’ rights, departmental policies, organization, and other for a range of approaches (including treatment and prevention). Practical and applied in nature, the course uses a 14-credit hour approach to clinical and staff development for creating and adapting a sound planning and evaluation design. Participants will participate in visioning processes and will engage in a thorough understanding of the range of planning evaluation approaches, when to implement them, and how to engage others in their implementation. Careful attention will be provided to instrument selection and design, the use of formative processes, and the range of resources available for their assistance. Each participant will prepare a design and plan for immediate implementation.

97 What Counselors Need to Know to Survive and Grow in Managed-Care Behavioral Health

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C504 What Counselors Need to Know to Survive and Grow in Managed Care Behavioral Health
Instructor: Ann C. Craven
Managed care in addiction treatment has impacted clinical staff involved in providing mental health services for individuals in addiction treatment. Clinicians and counselors must learn how to operate successfully and effectively within the parameters of the managed care system and yet still be flexible and adaptable in providing needed 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. Other important related issues that need to be addressed by clinicians and organizations in order to continue providing quality treatment with integrity, and be reimbursed, are also covered.

The roles of Total Quality Management (TQM), Quality Assurance (QA), Utilization Review (UR) and Clinical Supervision are some of the topics covered in this course in order to provide clinical staff with successful strategies to ensure that patients receive the treatment they need.

Students will be encouraged to raise survival and functioning issues that they are facing in their own facilities and time will be reserved to explore these situations and examine alternatives to the current situations.

This course assists counselors and supervisors to integrate managed care requirements into case management techniques and realistic treatment planning strategies into the patient’s treatment process.

98 Know What Difference Your Program Makes: Planning and Evaluation Strategies and Methods

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C103 Know What Difference Your Program Makes: Planning and Evaluation Strategies and Methods
Instructor: David S. Anderson
How do you know that your program or service is making a difference? What is the difference that you want your program or service to make? And, how can organizations or groups with limited resources and modest expertise address these in a reasonably proficient way? Particularly in this era of diminishing resources, it is important for everyone in the alcohol and other drug abuse treatment community to recognize the importance of forming meaningful strategies with documentation of their effectiveness, their cost-effectiveness, the receptivity by multiple audiences, and the processes used.

Designers take the sting out of planning and evaluation, this course is designed for professionals in a range of settings (community, private practice, schools, non-profit organization, or other) and for a range of approaches (including treatment and prevention). Practical and applied in nature, the course uses a 14-credit hour approach to clinical and staff development for creating and adapting a sound planning and evaluation design. Participants will participate in visioning processes and will engage in a thorough understanding of the range of planning evaluation approaches, when to implement them, and how to engage others in their implementation. Careful attention will be provided to instrument selection and design, the use of formative processes, and the range of resources available for their assistance. Each participant will prepare a design and plan for immediate implementation.

99 Creating Positive Role Models for the 21st Century

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C252 Creating Positive Role Models for the 21st Century
Instructor: James Wasser
This course is designed to provide participants with effective strategies and techniques for creating positive role models for youth in and out of school. Youth and adults will benefit from the strategies, including alcohol. This course will examine the role of role models in addiction treatment which stresses effective interpersonal communication skills and peer group facilitation techniques. Discussion will include ways to implement effective programs in schools and communities.

100 Neurobiological Aspects of Alcohol

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C403 Neurobiological Aspects of Alcohol
Instructor: Larissa A. Pohorecky
This course, physiological effects of alcohol on the organism will be discussed. Topics include those of acute and chronic effects of alcohol on the brain, the heart, and the endocrine system. Biological mechanisms for tolerance and blood alcohol levels will be covered. "Take a day at a time." "Live in the moment." "The past is a canceled check, the future a promissory note," etc. are common quotes heard at least 300 times each week. But how do we help our clients learn to truly live in today? Are we, caretakers, ready to get in touch with who we are, what we think, and how we feel? People, especially those recovering from addictions, tend to respond to situations in habitual ways, without experiencing each situation as unique. Clients and counselors alike are often only partially aware, at any given time, of what they are doing, the effects of their actions, and, most importantly, what they are thinking and feeling. Clients in early recovery, especially those with a long history ofnumeric feelings and clouding thinking with chemicals or other thoughts, have little or no sense of what it means to experience the moment.

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

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

101 The Addictive Process and the Family

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C405 The Addictive Process and the Family
Instructor: Jane Naelian
This course will start by exploring the elements and principles of the healthy functioning family and then the course will lay out what the addictive process is and explore how the family system is affected by addiction. Special attention will be given to: (1) how primary families are affected by the addictive process; and (2) how the addictive process may affect children differently according to their developmental stages. To help the additive family, the developmental processes of family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened to the family. Please note: the course will be 20% experiential in nature.

102 Family Therapy Approaches: Working with Addiction

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C206 Family Therapy Approaches: Working with Addiction
Instructor: Claudia A. Stockton
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 treatment approach that can break through the wall of resistance and isolation that frequently surrounds families struggling in recovery.

This course addresses the effects of 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 demoralize family hostility and resistance, group and family dynamics, and communication patterns and development issues of family recovery.

103 Group Dynamics with the Addicted Population

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C250 Group Dynamics with the Addicted Population
Instructor: Diane Rullo
This is an experiential course that teaches through class participation techniques that can be used in treatment groups with the addicted population. Participants will take an active role in the group experience while learning new techniques. Prior group experience is not required.

104 Mindfulness: A Recovery Tool for Addict with Co-Dependent Clients and Their Counselors

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C505 Mindfulness: A Recovery Tool for Addict with Co-Dependent Clients and Their Counselors
Instructor: Bette Ann Weisstein
Mindfulness is considered the heart of Buddhism meditation, but it is not limited to the confines of a Buddhist tradition. "Take it a day at a time." "Live in the moment." "The past is a canceled check, the future a promissory note," etc. are common quotes heard at least 300 times each week. But how do we help our clients learn to truly live in today? Are we, caretakers, ready to get in touch with who we are, what we think, and how we feel? People, especially those recovering from addictions, tend to respond to situations in habitual ways, without experiencing each situation as unique. Clients and counselors alike are often only partially aware, at any given time, of what they are doing, the effects of their actions, and, most importantly, what they are thinking and feeling. Clients in early recovery, especially those with a long history of numeric feelings and clouding thinking with chemicals or other thoughts, have little or no sense of what it means to experience the moment.

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

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

105 Practicing the Principles of Recovery: An Experiential Course for Counselors and Clients

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C202 Practicing the Principles of Recovery: An Experiential Course for Counselors and Clients
Instructor: James F. Emmer
Current research has demonstrated the reduction in relapse is directly correlated with an individual's regular participation in 12-step programs. The early introduction of the patient to the principles of recovery in the sandal of the 12-step and the 12-step group, and thus contribute to more positive outcomes. The course will examine these principles and present innovative means and techniques of introducing them to patients in non-threatening ways.

The course will be highly experiential in that participants will be expected to solve many problems facing our youth and young adults. "The peer leader" concept can positively influence anti-social behaviors including alcohol, drug abuse and violence. This course is designed to provide counselors with the strategies and techniques which stresses effective interpersonal communication skills and peer group facilitation techniques. Discussion will include ways to implement effective programs in schools and communities.

106 Guiding Clients Through Five Spiritual Themes in Recovery

1st Edition
July 14 – July 19, 2002
Institute of Alcohol and Drug Studies

C504 Guiding Clients Through Five Spiritual Themes in Recovery
Instructor: Jack M. Schilbik
This course will examine and experience five spiritual themes in recovery: (1) the psychology and practice of forgiveness of self and others; (2) the psyching from and clinical perspective of self-acceptance and learning how to surrender; (3) the connection between your spiritual style, your personality, your grace of spirituality; (4) the development of your understanding of the Sacred – God – Divine; (5) the process and practice of "making hops happen" each day in recovery. Each class will begin with a brief theoretical description of the topic and proceed through discussion group exercises. The material provided can be used for personal growth groups and to help clients explore the connection between psychological and spiritual growth in recovery.
11 Mental and Dual Disorders—Their Link to Childhood Trauma: Alternative Approaches to Diagnosis and Treatment
Instructors: Charles L. Whitfield and Barbara Harris Whitfield
Types of techniques to guide the patient into treatment will include evaluation and treatment techniques to overcome unique obstacles to the healing process. Perceived difficulties of integrating into 12-step recovery groups, return to work strategies, contracts and aftercare laws will be examined. Ethical and professional obligations with professional licensing agencies will be explored. The course is designed to assist all counselors and other clinicians to develop experience and skills needed to motivate and help troubled professionals.

111 Developing and Implementing Support Groups C205 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 dynamics, and the impacts of a leader, before groups begin and group strategies and interventions.

112 Healing the Wounded Child: ATOD Prevention with Children of Substance Abusers C202
Instructor: Joni Whalen
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 assessment tools; (4) effects of addiction on a family; and (5) effects of parental substance abuse. Learning methods will include lectures, role play, healing games, and discussion. Participants will acquire knowledge and skills needed to help them heal children wounded by parental substance abuse, thus preventing inter-generational cycles of abuse.

113 Adolescents, Drugs and Violence: The Cycle of Self-Destruction C420
Instructor: Kenneth L. Kirkland
This course will explore the connection between adolescent criminality, drug/alcohol use, and violence in the community. The role of drugs and alcohol in adolescent culture and the impact of violence and adolescent psychiatric disorders will also be reviewed and discussed.

114 Creating a Legacy of Life: Incorporating Holistic Health Approaches C564
Instructor: David S. Anderson
Questions such as “Where are you heading with your life?” “What legacy would you like to leave?” and “In what ways does the use of drugs or alcohol affect the accomplishment of your legacy?” are helpful for prevention, treatment, or aftercare services. This course emphasizes a developmental approach to substance abuse services, both for the individual and for leadership personnel guiding these efforts. The emphasis is on holistic health strategies which emerged from a national vision to think tank process which sought to examine substance abuse. The seven life health principles are: optimism, values, self-care, relationships, community, nature and services; they are incorporated in Charting Your Course: A Lifelong Guide to Health and Compassion. Through attention to the results of a systematic process, the seven life health principles promote healthy living; simultaneously, these principles promote holistic health, personal development, and citizenship. Course participants will gain skills in implementing the vision group process and will learn specific applications for the seven life health principles. Through the process of engaging in personal reflections about their own lifestyles and the impact they can make with others, course participants will be inspired to develop distinctive, creative strategies for promoting personal health.

115 Developing and Implementing Support Groups C205 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 dynamics, and the impacts of a leader, before groups begin and group strategies and interventions.

116 How to Prepare a Written Case Presentation for Initial Certification C303
Instructor: Edwina McDonald
The objective of this course is to present an overview of the record-keeping procedures for the methods development of a written case presentation required for initial IADC certification.

117 So You Now Are Management C504
Instructor: Andrew Krcz
The behavioral health field has traditionally promoted good clinicians into management positions, sometimes without formal management training. The theory is “If you are a good clinician you will be a good manager.” This course examines management and organizational strategies that will enhance a clinician’s ability to be a successful manager of other clinical staff. This course focuses on clinical staff who have been promoted into management positions. It is not just for new managers, but for anyone who is in a management position for a while without the benefit of formal training.

118 An Experience in Becoming Community C102
Instructor: John K. Kriger
This skill-building course will offer experience in building healthy communities. Using a cognitive restructuring approach, we will be exploring the four foundational recovery techniques and tool into the need for the development of organizational structures. The pivotal role of the preventionists will be covered. Strategies for doing more with less, methods for improving your funding potential, and management of volunteers will also be covered. Commonly used strategies and advanced approaches will be covered within the context of the organizational change. Practical strategies and guidelines will be covered to assist you in facilitating change in your community.
The New Jersey Certification Board has provided the following approval numbers:

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FACULTY

Administration
Executive Director: Gail Gleason Miligram, Ed.D.
Administrative Assistant: Linda J. Allen
Program Assistant (SADS/CPEIS): Linda Simun
Program Assistant (IADS): Johanna M. Collins

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

David S. Anderson, Ph.D., Associate Professor, Center for the
Advancement of Public Health, George Mason University,
Fairfax, Virginia (#82, 98, 114)

Kathryn Redder, M.A., C.A.D.C., C.M.S., N.C.A.D.C., Chief,
Special Populations and Addictions, Department of Human
Services, New Jersey Division of Mental Health Services,
Trenton, New Jersey; Owner/Operator, Spirit Wind Internal Arts,
Trenton, New Jersey (#85, 70)

Gregory A. Birchett, M.S.W., C.S.W., C.A.S.A.C., Executive
Director, Arms Acre, Kew Gardens, New York (#11)

Claudia A. Blackburn, M.S., Consultant, Lancaster, Pennsylva-
nia (#15, 29, 44, 76, 94, 102)

John Brick, Ph.D., M.A., F.A.P.A., Executive Director, Intoxikon
International, Yardley, Pennsylvania (#44)

Patricia A. Burke, M.S.W., L.C.S.W., B.C.D., Psychotherapist,
Private Practice, West Babylon, New York (#1, 54, 97)

Anthony Cannady, B.S., B.A., C.A.D.C., Supervising Habilita-
tion Counselor, University of Medicine and Dentistry of New
Jersey, University Behavioral Health Care, Newark, New Jersey (#46)

Bruce Caruth, Ph.D., L.C.S.W., Private Practice, Boulder,
Colorado (#6, 37, 68)

J. Calvin Chattos, M.D., ASAM Director, Substance Abuse
Services, Carrier Clinic, Freehold, New Jersey (#69)

Michael Chenkin, M.S.W., L.C.S.W., C.A.D.C., C.C.S., Director,
Inclusive Wellness Options, Somerville, New Jersey (#107)

Ann Crowley, M.H.A., President, Crowley Consulting Group,
Shrewsbury, Massachusetts (#79, 97, 117)

Madeline Curren, L.C.S.W., Consultant, Private Practice,
Brooklyn, New York (#19, 33, 50)

Raymond P. Dreitlein, Ph.D., C.A.D.C., Consultant, Private
Practice, Berkeley Heights, New Jersey (#60)

Carolyn M. Eick, M.A., Director of Training, Pavilion Interna-
tional, Mill Spring, North Carolina (#48)

James F. Emmert, B.A., B.S., F.A.C.T.A.T., President, JFE
Associates, Inc., Bethesda, Maryland (#20, 39, 47, 79, 97, 105)

Ronald L. Figueruelo, M.A., N.C.A.C. II, C.A.S.A.C., C.P.P.,
Director, Rockland Alliance for Prevention, Spring Valley, New
York (#45)

Edward J. Flynn, Ph.D., Associate Professor, Department of
Pharmacology and Physiology, University of Medicine and
Dentistry of New Jersey-New Jersey Medical School, Newark,
New Jersey (#43)

Jonathan Foulds, Ph.D., Director, Tobacco Dependence
Program, School of Public Health, University of Medicine and
Dentistry of New Jersey, New Brunswick, New Jersey; Associ-
ate Professor, School of Public Health, UMDNJ, New
Brunswick, New Jersey (#19)

Connie Greene, M.A., C.A.S., C.S.W., C.P.S., Director of
Program Development, Institute for Prevention, St. Barnabas
Behavioral Health Care Network, Torre River, New Jersey (#86, 119)

Thomas Griffin, Ph.D., M.S.W., Director, Evaluation Services,
Minnesota Institute of Public Health, Mounds View, Minnesota
(#19, 42, 63)

David G. Hall, Ph.D., Personal Consultant, Private Practice,
Flushing, Michigan (#2, 73, 92)

Eileen B. Issacson, Ed.D., L.C.S.W., L.M.F.T., C.A.D.C.,
Licensed Clinical Social Worker, Private Practice, East
Brunswick, New Jersey (#7, 54)

William J. Kane, J.D., C.S.W., Director, New Jersey Lawyers
Assistance Program, New Jersey (#66, 110)

Kenneth L. Kirkland, M.B.A., C.A.C., Behavioral Healthcare
Consultant, Kirkland Behavioral Healthcare Consultants,
Yardley, Pennsylvania (#91, 113)

John K. Kilger, M.S.M., C.A.D.C., C.P.S., President, Kriger
Consulting, Inc., Burlington, New Jersey; Deputy Director, Office
on Child Abuse Prevention, New Jersey Task Force on Child
Abuse, Trenton, New Jersey (#1118)

Lisa Laitman, M.B.E., C.A.D.C., Director, Alcohol and Other
Drug Assistance Program for Students, Hunterdon Health Center,
Rutgers University, New Brunswick, New Jersey (#64)

Thomas E. Legere, Ph.D., C.A.S., Psychologist, Starting
Point, Inc., Westmont, New Jersey; Faculty, Rowan College,
Glassboro, New Jersey (#16, 26, 56, 77, 88, 100)

Dominic Lisa, M.R.H., C.A.C., Director of Business Develop-
ment and Community Relations, Community Education Centers,
Roseland, New Jersey (#62)

Director, National Council on Alcohol and Drug Studies,
Substance Abuse Initiative, Hamilton, New Jersey; Professor of
Addiction Studies, Fairleigh Dickinson University, Madison,
New Jersey (#1, 86)

Robert Mackey, Ph.D., C.A.D.C., Licensed Psychologist, Chief
of Clinical Operations, Community Education Centers,
Roseland, New Jersey (#62)

Edward McDonnell, M.S., C.A.D.C., C.C.S., Student Assist-
ance Coordinator, Oratory Prep School, Summit, New Jersey
(#27, 60, 93, 116)

Sandy McEwen, B.S., Certificate in Spiritual Direction,
Robbinsdale, Minnesota (#17)

Frances Nicosia, M.Ed., C.S.W., C.A.S., C.P.S., Supervising Com-
munity Service Officer I, New Jersey Department of Health and
2002 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the spring 2002 Continuing Professional Education Seminars follow:

Dianne Rullo, Ph.D., M.A., L.C.S.W., C.A.D.C., Private Practice, Center for Psychological Services, Hillsborough, New Jersey (910)

January 10, 2002

How to Help Your Clients Deal with Tobacco

Tobacco Dependence

Program Staff

January 17, 2002

Crisis Intervention with Children, Adult Children and Spouses of Alcoholics

Melvin Sandler, M.S.W., M.A., C.A.S., C.E.A.P., Private Practice, WorkCoach, Farfield, New Jersey (972)

January 24, 2002


February 3, 2002

John Slado, M.D., Director, Program in Addictions, School of Public Health, University of Medicine and Dentistry of New Jersey, New Brunswick, New Jersey, Professor, School of Public Health, UMDNJ, New Brunswick, New Jersey (918)

February 10, 2002

Alvin G. Taylor (Rev.), M.Div., Consultant, Harpsburg, Pennsylvania (1038)

February 17, 2002

Mary C. Wellen, M.D., F.A.S.A.M., Medical Director, Livengrin Foundation, Bensalem, Pennsylvania (93, 29)

April 3, 2002

James Water, M.A., Superintendent of Schools, Freehold Regional High School District, Englewood Cliffs, New Jersey (901, 99)

April 10, 2002

Bette Ann Weinstein, Ph.D., L.C.S.W., M.S.W., Consultant/Trainer, Private Practice, Bethesda, Maryland; Professor, Catholic University, Washington, D.C. (95; 51, 95, 104)

April 17, 2002

Arkie Wexler, C.G.O.C., Vice President, Amie and Sheila Wexler Associates, Bradford Beach, New Jersey (941)


April 24, 2002

Joni Whelan, C.S.W., C.A.D.C., C.P.C., Residential Administrator, Maryville Inc., Williamsport, New Jersey (9112)

April 30, 2002

Barbara Willisfield, R.T., C.M.T., Private Practice, Researcher/Author, Atlanta, Georgia (917, 111)

May 7, 2002

Charles L. Whitfield, M.D., F.A.S.A.M., Private Practice, Therapist/Researcher, Author, Atlanta, Georgia (87, 111)

May 14, 2002

Douglas Ziedonis, M.D., M.P.H., Associate Professor/Director, Division of Addiction Psychiatry, Robert Wood Johnson Medical School, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey; Director of Addiction Services, University Behavioral Health Care, UMDNJ, Piscataway, New Jersey (965)

May 21, 2002

Substance Abuse Literacy: Pharmacology of the Bipolar/schizophrenic Disease Model

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 Professional 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 732-445-3503)