School of Alcohol and Drug Studies
June 8–13

Institute of Alcohol and Drug Studies
July 13–18
2003 Schools of Alcohol and Drug Studies

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"It is a well organized program in a very warm and hospitable setting. Outstanding faculty."

"I have attended many trainings, but by far this experience surpasses them all. The instructors are true experts in their field."

"This was a wonderful program, very well coordinated. The faculty and staff were excellent."

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 1854. The university currently has twenty-nine degree-granting schools and colleges, sixteen of which offer graduate programs of study, 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 Smidt House at Rutgers University in 1966. 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.

"I really enjoyed the concentrated, open learning environment...the most stimulating training I have attended in a long time."

"I met great instructors and wonderful students from all over. It is an experience that I'll always remember."

"This is a very powerful program...such a wealth of knowledge."

Photography by Gail Gleason Milgram
Brochure layout by Linda Allen
The School of Alcohol and Drug Studies (SADS) was founded at Yale University in 1945 as the Summer School of Alcohol Studies and moved to Rutgers University in 1982. E.M. Jellinek, M.D., was the school's first director. Howard W. Haggard wrote that the school was undertaken "as an experiment in social education" to make the findings of scientific research applicable to the actual problems of alcohol in the community. The first school had as its principal aim to teach students in courses of study physiological agents, alcohol and traffic, personality and constitution, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism.

School of Alcohol and Drug Studies

**ABOUT THE SCHOOL**

**COURSES**

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.

The Alexander Library, located on the College Avenue Campus, is available to SADS participants.

The classrooms, food service area, library, 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**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$675.00</td>
</tr>
<tr>
<td>Room/Meal Plan</td>
<td>$450.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,125.00</td>
</tr>
</tbody>
</table>

For students staying on campus, two housing options are available on a first come, first served basis: (1) an air-conditioned double occupancy room with private bath (Stoner Hall), or (2) an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center). University dormitories are state-of-the-art facilities that include keyless entry, central heating, and maid service are provided in both housing options. Each housing option includes a noon meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unregistered individuals.

A non-refundable deposit of $100 must accompany the application; this deposit will be applied toward the tuition fee. All checks and money orders for both the deposit and balance must be drawn on a U.S. bank and be made payable to Rutgers, the State University of New Jersey. MasterCard and VISA will be accepted. Wire transfers charges must be paid by the sender. 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 costs; enrollments for one or both schools must be received at the same time for the 10% discount to apply.

Enrollment for one or two courses: Arrangements can be made for students who wish to take only one or two courses and not participate in the 4.4 CEUs (44 contact hours) program (i.e., three courses, lectures/seminars). The certificate received by an individual who enrolls in one or two courses would reflect this; that is, 1.2 CEUs (12 hours) toward certification/recertification will be awarded for one course and 2.4 CEUs (24 hours) will be awarded for two courses. The cost for one course is $250; two courses are $475. (Hourly accommodations are not available to students taking this option.)

**APPLICATION DEADLINE AND DEPOSIT**

Applications will be accepted until May 15, 2003. However, early application, with a $100 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 New Jersey or by MasterCard or Visa (fill out appropriate information on application form). The official SADS application form, found at the end of the SADS section of this catalog, must be completed and sent to:

Johanna Collins, SADS Program Assistant
Center of Alcohol Studies
Rutgers, The State University of New Jersey
607 Allston Road
Piscataway, New Jersey 08854-8021
Telephone: (732) 445-3021
Fax: (732) 445-3500
E-mail: collins@cei.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 or partial scholarships that cover tuition and room/board fee, but not travel; (2) full medical studentships through the Scaife Family Foundation that cover tuition, the room/board fee and also a stipend to assist with travel; and (3) tuition support awards through the New Jersey Department of Health and Senior Services, Division of Addiction Services (do not include the room/board fee or travel).

Applications can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, Scaife Medical student fellowships, and New Jersey Department of Health and Senior Services, Division of Addiction Services are awarded to individuals who have completed coursework in the Institute of Alcohol and Drug Studies; however, scholarship applications can be made to only one of the schools in a given year. (Note it is not necessary to be enrolled in the $100 non-refundable deposit with a scholarship application.)

Alumni Scholarships

Alumni scholarships are awarded by the Alumni Association of Alcohol and Drug Studies; each full scholarship covers tuition and the enrollment in the required courses must be received by the end of the business day on April 15, 2003. Each applicant must send the following information: (1) a completed SADS 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 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.

1. A letter from an employer stating the person is employed in the treatment of alcohol and drug abuse as a prevention specialist or associate prevention specialist.

2. A letter from an employer stating the person is employed in the treatment of alcohol and drug abuse as an alcoholism specialist or associate alcoholism specialist.

3. A letter from an employer stating the person is employed in the treatment of alcohol and drug abuse as a prevention specialist or associate prevention specialist.

4. A letter from an employer stating the person is employed in the treatment of alcohol and drug abuse as an alcoholism specialist or associate alcoholism specialist.

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 to date should be included in the packet.
* Work full- or part-time, presently or in the recent past, in the alcohol field: family and children of an alcoholic; parents who are managing alcohol and/or other drugs; gay/lesbian patients; and/or the alcoholic (couples).
* Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
* Exculpate the financial reason for requesting scholarship aid. Applicants will be required to sign a form verifying that 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 fellowship covers tuition and the room/board fee, with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-day per week course designed specifically for medical students, and one other course of their choosing in the remaining time slot.

Each applicant must be attending a medical school in the United States and must send the following information: (1) is a completed SADS general application form (found at the end of the SADS 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 School will impact on his/her work in the medical field. The applicant must also include a mailing address, phone number, and e-mail address, as the awarding panel will be contacted by them. The candidate’s advisor must also be contacted and will be asked to sign the application form.

The letter of application should describe how the person meets these requirements. Candidates must:

* Be certified as an alcoholism/drug abuse counselor or be in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
* Work full- or part-time, presently or in the recent past, in the alcohol field: family and children of an alcoholic; parents who are managing alcohol and/or other drugs; gay/lesbian patients; and/or the alcoholic (couples).
* Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.

**New Jersey Department of Health and Senior Services, Division of Addiction Services Tuition Support**

Funding support from the New Jersey Department of Health, Division of Addiction Services enables the school to offer tuition support to a limited number of applicants. The criteria for application follow:

1. Applicant may not presently be employed by the State of New Jersey.
2. Applicant must be a resident of New Jersey.
3. Applicant should be employed or active in ATOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible)
4. Applicant should be planning to pursue certification in the treatment of alcohol and drug abuse as a prevention specialist or associate prevention specialist.

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 to date should be included in the packet.
* Work full- or part-time, presently or in the recent past, in the alcohol field: family and children of an alcoholic; parents who are managing alcohol and/or other drugs; gay/lesbian patients; and/or the alcoholic (couples).
* Be actively involved with community groups, local industry, school systems, and/or other volunteer programs. Volunteer involvement should be described in detail.
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### DAILY TIME SCHEDULE

#### Sunday
- 12:00 - 5:00 p.m.: Registration Sign-in (pre-registration required)
- 2:00 - 4:00 p.m.: Lecture
- 5:00 - 6:30 p.m.: Dinner (meal plan begins)
- 7:00 - 8:00 p.m.: Lecture
- 8:30 p.m.: Facilities are available for group meetings, as students request; for example, the fellowship of AA

#### Monday – Wednesday
- 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.: General Lectures  
- 5:15 – 6:00 p.m.: Yoga Class instructed by Kathryn Riedert  
- 7:00 – 8:00 p.m.: Special Interest Seminars  
- 8:30 p.m.: Facilities are available for group meetings, as students request; for example, the fellowship of AA

#### Thursday
- 8:00 – 10:00 a.m.: Class*  
- 10:15 – 12:15 p.m.: Class*  
- 1:45 – 3:45 p.m.: Class*  
- 6:00 p.m.: Bancquet Buffet

#### 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, groups, 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.

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**COURSES**

Students are expected to register for three courses. The course should be in the students special areas of interest and qualification.

The requirements for the courses and methods of evaluation are determined by the instructors.

Each course will meet a minimum for two hours daily, plus two additional hours of outside assigned work, for a total of twelve hours per week. The design for The Adaptable Counselor: Use of Self in a Client-Centered Approach to Addictions Counseling (81), Healing Self Wounds, Strengthening Self Deficits (83), and The Diagnosis and Treatment of Chemical Dependency Disorders (82) is novel and unique.

The course for The Adaptable Counselor: Use of Self in a Client-Centered Approach to Addictions Counseling (81) will meet for four hours daily, plus four hours of outside work, for a total of twenty-four hours. Students accepted into these courses will take only one course during the 8:00 a.m. and 10:15 a.m. or 10:00 a.m. and 1:45 p.m. sessions. Classes are 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.

### 3 Chemical Dependency Disorders

**Instructor:** Mark C. Walfen

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

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

### 4 The Addictive Process

**Instructor:** Craig Makkenn

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

Topics to be discussed will include: primary versus secondary addictions, objectification process, negative conversion experience, ritualism of addiction, mutual vulnerability, limited control and limited dependence.
Addiction and the Social Emotions: Shame, Guilt, Embarrassment and Pride

Instructor: Ronald Potter-Efron

How important is it for people with addictive tendencies to be accepted by others? To fit in? To belong? How vulnerable are they because of the need to fit in, to problems with excessive feelings of shame, unsuccessful guilt, or embarrassment? Do they confuse healthy pride — the feeling of accomplishment after a successful endeavor — with the false pride and grandiosity of people who fear they aren't good enough to belong?

These questions will be approached in this class by looking at the nature of social bond 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 image; a flawed sphere where one's shameful secrets are retained; and a core sphere of self that is associated with the recovery process.

Chemical Dependency and Trauma: Responsive Approaches to Simultaneous Treatment

Instructor: Cholly Starman

In concurrent presentation of trauma and chemical dependence, the clinician must accept the duality of the diagnoses as the core issue and treat the client accordingly. Characteristics of stress and trauma related disorders are defined in the context of setting treatment goals. Specifics of trauma and chemical dependence and the relationship between the two issues are explored and developed, with hands-on demonstrations and small group exercises focused on the treatment of this population.

Exploring Addiction Treatment and Personality Disorders

Instructor: Diana Rulo

An in-depth look at personality disorders will be presented. Specific issues related to treating the individual will be explored. Treatment issues that arise when working with addicted individuals who also have a personality disorder will be discussed. Obstacles encountered when working with the dual-diagnosed population will be outlined.

This course will demonstrate how recovery from drug and alcohol dependency is impacted by character pathology. Discussions of countertransference and supervision will be held. Exploiting release as a manifestation of acting out will be discussed. This course is didactic and experiential.

Brief Therapy Using Psychoanalytic Approaches with Substance Users: Alcohol and Other Drugs

Instructor: Ellen B. Issacson

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

Enhancing Outcome through Client Centered Treatment and Case Management

Instructor: Robert I. Lynn

This course will survey the issues involved in providing individualized client driven treatment. It will begin with assessment and follow the client across the entire treatment continuum from the pre-treatment stage to post-treatment follow-up and ongoing support. The most current assessment tools will be examined to include DSM-IV, ASAM PPG-2 and LOCI. Students will learn how to determine the appropriate level of rehabilitation and 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 diagnosis and treatment perspective and from the perspectives of era models and client empowerment. A major focus will be on developing individual treatment plans and advising 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 population.

A Stage-of-Change Model: Goals, Strategies, Outcome Measures

Instructor: Jack M. Sobell

Do you know how to help the most resistant client to change? This course explains how people change and specific goals, objectives and strategies to facilitate this change process in early and chronic relapse. Issues of the demarcation of the roles of the clinician and the relapse instruments designed to assess where people are in the change process; (3) examine the principles and practices of effective counselor attitudes and behaviors to facilitate change; (3) explore 15 essential strategies to guide the client through the pre-contemplation, contemplation and preparation stages of change; (4) explore 15 essential strategies to guide the client through the maintenance stage of change; and (5) review 10 essential strategies that will improve adherence to these strategies. These strategies can work in adolescent and adult group process. The approaches include: (1) understanding the dynamics of alcohol/drug addiction within each analytic framework; (2) assessment of substance use and related problems; (4) motivation assessment for change; (5) analytic intervention strategies; (6) use of the therapeutic relationship in helping to promote change.

The Practice of Rational Emotional Therapy (REBT) in Relapse Prevention

Instructor: Edward McDonnell

The purpose of this course is to introduce you to Rational Emotional Therapy (REBT), a useful perspective and effective technique for preventing relapse for addicts in early recovery. The course will explore the conceptual foundation of REBT and describe new applications to be used in conjunction with the philosophy of 12-step programs in order to identify relapse triggers. The therapeutic process of REBT will be demonstrated in class by having the students use new innovative concepts on themselves and classmates.

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

Instructor: Claudia A. Blackburn

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

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

Working with African Americans

Instructor: Gregory A. Binchett

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

Instructor: Madeline Curran

In order to develop a sense of oneself as an adult with one's own separate and individual identity, one must first confront and struggle with the physical, mental, emotional and spiritual challenges 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, untrustworthy, and judgmental. In light of this, alcohol and drug use do not protect or distance, even for a short time, without exacting a price. Alcohol and drug use are implicated in teen suicides, homicides, pregnancies, sexually transmitted diseases, eating disorders and other life-threatening diseases and eating disorders. This course will focus on these major areas of adolescence; the ability to integrate body image and personality, the establishment of group and individual, and the achievement of emotional maturity. Particular attention will be paid to early indicators that an adolescent is alienated from these developmental tasks and at high risk for addiction and catastrophe. A variety of institutional and individual/counseling interventions will be suggested.

The DWI Client - Working with Resistance

Instructor: Fran McCoy

This course will focus on utilizing key prevention and intervention strategies to motivate the DWI client to assess his/her relationship with alcohol and how to change or end the relationship. Program content to be used in group psycho-educational classes will be presented and explored.
Twelve-Step Spirituality
Instructor: Thomas E. Legere
The purpose of this course is to explore in-depth the spiritual nature of the 12-step philosophy. We will examine the origins of the 12-step process, focusing on the psychology and the spirituality of each of the steps. This course, geared towards those helping individuals in recovery, will be fun, practical and down-to-earth.
Each class will consist of lecture, discussion and examination of case studies.

How To Be Your Own Therapist
Instructor: David G. Half
This course focuses on the necessity and the strategies of self-care. Working in the helping professions requires the practitioner to remain focused on his or her client. This becomes a mental health worker will become vulnerable to losing perspective in our own lives. Using cognitive therapy as a base, this course will help participants develop a personal plan of mental self-care to avoid stress reactions before they happen. The central theme of this course is how to gain more satisfaction from the life you lead.

Professional Ethics
Instructor: James Emmert
This course investigates the current ethical issues in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for reaching ethical decisions in the workplace. The course examines the themes and stages of the decision making process. It is particularly helpful for the clinician who is in a supervisory position and is responsible for managing clinicians within an organization.
Participants gather in small groups to examine the current issues in the field that relate to providing quality addiction treatment, including the ramifications of managed care in healthcare delivery. Setting professional boundaries within an organization is also addressed.
Participants work in small groups on case studies of simulated work situations, as an Ethics Committee to process ethical questions. Participants also learn how to conduct self-evaluations of their performance in relationship to operating by a definable Code of Ethics and Standards of Behavior.
The following topics are covered: how to effectively utilize clinical supervision and how to devise a Personal Professional Growth Plan to promote one's own professional development and effectiveness.

COURSES

<table>
<thead>
<tr>
<th>COURSES</th>
<th>C401</th>
<th>C506</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 A.M. – 12:15 P.M. (1, 2, 21–39)</td>
<td></td>
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</tr>
<tr>
<td>Please note: Both sessions are required for The Adaptable Counselor: Use of Self in a Client-Centered Approach to Addictions Counseling (#1), Healing Self Wounds, Strengthening Self Defenses (#2), and The Diagnosis and Treatment of Chemical Dependency Disorders (#3).</td>
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</table>

| 1 The Adaptable Counselor: Use of Self in a Client-Centered Approach to Addictions Counseling (Both 8:00 and 10:15 sessions required) |
| C202 | C504 |
|      |      |
| Instructor: Patricia A. Burke |
| See 8:00 A.M. for course description. |

| 2 Healing Self Wounds, Strengthening Self Defenses (Both 8:00 and 10:15 sessions required) |
| C102 | C504 |
|      |      |
| Instructor: Bruce Carnuth |
| See 6:00 A.M. for course description. |

| 3 The Diagnosis and Treatment of Chemical Dependency Disorders (Both 10:15 and 1:45 sessions required) |
| C102 | C504 |
|      |      |
| Instructor: Mark C. Wallen |

From Anxiety to Dealing: Understanding the Process
Instructor: Thomas E. Legere
This course will provide a good, overall introduction to the disease of addiction 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.

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

Sex, Drugs, Mental Illness and DSM-IV-TR
Instructor: Bette Ann Weinstein
DSM-IV-TR, with its over 350 separate psychiatric diagnoses, including substance use disorders, is used by clinicians worldwide. The course will explore diagnostic criteria and diagnostic precision. This course will present a useful and organized method for determining which of the often confusing and overlapping categories is the best. The diagnostic criteria and diagnostic precision will be examined.
This course will also explore the fascinating and often contentious historical development of these various diagnoses from classical times to the present, with special emphasis on the more common disorders. The strengths and weaknesses of DSM will be discussed along with its various uses in clinical psychology.
Since this course will present both the rationale for the various diagnoses and provide some hands-on practice in determining the correct diagnoses, it will be useful for both alcohol and drug counselors and mental health professionals.

Pharmacogenetics of Alcohol
Instructor: Edward J. Flynn
Pharmacogenetics is a field concerned with unusual drug responses that have a hereditary basis. This course will provide an introduction to Mendelian genetics as it relates to inbred traits. The differences between genotype and phenotype will be discussed. An introduction to the relationship between genotype and phenotype in populations will be provided. Specific examples of inherited unusual responses to drugs will be provided. A description of the mechanisms responsible for altered drug sensitivity will be given. A central focus of the course will be an investigation of the role of genetic makeup in the incidence of alcoholism within a population. The course will also address theories on how genetic makeup can influence alcohol pharmacology.

Post-Traumatic Stress Disorder and Addiction
Instructor: Madeleine Conner
Post-Traumatic Stress Disorder (PTSD) develops in response to intense trauma situations in which one is rendered powerless and without control. A great deal is involved. Many who suffer from PTSD begin using a substance (i.e., drugs, alcohol, or food) in order to control the symptoms. For others who are already abusing a substance, the trauma increases the addictive behavior. This course will look at how PTSD manifests itself physically and emotionally and its relationship to trauma, addiction and co-dependency within three groups (i.e., children of alcoholics, survivors of physical and sexual abuse, and combat veterans). Special emphasis will be placed on understanding the interrelation between dissociation, substance use, and denial, the levels of victimization, the need to avoid victimization, and the importance of empowerment.

Cognitive-Behavioral Strategies to Manage Anxiety and Mood Disorders
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 conditions can be responsible for failure to complete treatment, treatment resistance, and chronic relapse. Without immediate interventions, treatment prognosis may be significantly compromised. The symptoms, signs, and course of each anxiety and mood disorder will be addressed to aid in identification, diagnosis, and treatment. Along with the unique theoretical perspectives, specific cognitive and behavioral techniques that correspond to the various anxiety and mood disorders will be displayed and demonstrated. Participants will have opportunities to learn specific strategies based upon the case conceptualization of numerous clients. Practical applications and hands-on experience are the primary goals. Techniques and strategies will include, but not be limited to, self-monitoring, relaxation, Socratic questioning, containment, exposure, and social skill techniques.

Crimal Justice System and the MICCA Client
Instructor: Gregory Birdsell
This course will explore issues involved in the assessment and treatment of clients within the criminal justice system. Through class discussion students will enhance their understanding of behavior and offer intervention strategies.

Assessment, Treatment Planning and Case Management for Co-occurring Disorders
Instructor: Phyllis Reilly
This course will examine Axis I and II mental health diagnostic areas which must commonly co-occur with substance dependence and abuse. Various terms for the dually diagnosed such as SAI, SAMI, and ASD will be defined. A thorough Mental Status Exam will be analyzed. Assessment instruments and assessment formats will be presented. Treatment planning and case management and management will be reviewed. Case histories for adolescents and adults will be explored with a view toward utilization of appropriate treatment planning and case management. A biopsychosocial approach with a view toward treatment with a multidisciplinary team will be modeled. This course will employ lectures, discussions, and case participation.
30 Therapy: Trauma and Substance Use
(Alcohol/Other Drugs)
Instructor: Eileen Leascon
This course provides a framework for therapy with individuals who have experienced trauma, the trauma that have had substance use problems. Topics include: (1) relationship between trauma and substance use; (2) assessment of trauma and alcohol and other drug use; (3) post-traumatic stress disorder; (4) addiction phenomena and other defenses; (4) intervention strategies; and (5) use of the therapy relationship to promote change.

31 Defense Mechanisms: From Early Survival
Programs to Recent Obstacles
Instructor: Cheily Sternen
Defenses are initially formed to protect the individual and depending on internal resources and external danger, the person will choose those that are most appropriate and available in his environment. Once established, however, these defenses tend to function regardless of their need in the present, or even, as we generally see in chemically dependent clients, when they are contraindicated to the survival of the individual. This course explores the defenses, their functions in the past, and their negative effects on clients’ lives in the present. Treatment approaches focused on dysfunctional defenses in chemical dependence which target the clients’ return to their optimal functioning in recovery are demonstrated and worked on in small groups.

32 Family Therapy for Addiction Counselors
Instructor: Robert T. Lynn
In this course the addiction counselor will learn how to apply family therapy techniques in the assessment and treatment of families. The focus will be on how to use these techniques to: (1) assess the overall family system; (2) identify families that are coercive or family patterns that are not advantageous; (3) provide family therapy to help clients explore the dynamics of their families; and (4) develop a plan for treatment. Clinical practice requires a sound scientific foundation. This course is grounded in the current thinking in family therapy and family therapy, and the role of the family in the treatment of chemical dependency.

33 Relapse Prevention: Cognitive Restructuring
Instructor: Pari Mielick
This course will focus on changing how clients or at-risk youth think in order to change how they behave. "Keys to Intervention" will be highlighted as a reflective skill process which will support a permanent change. The focus on individual change will be explored and ways to help that system maintain the change will be presented.

34 Teaching the Heart Connection in Recovery
Instructor: Patricia S. Potten-Ellor
Long-term recovery is often basel in finding the grounding and belonging that is unique to each person. The heart connection helps cut through the intellect; targets the emotional dimension of addiction like false reasoning. It counters self-hate, self-pity and emptiness often used as self-blame. It is a promoter of moral and spiritual growth and decent self-care. Since the heart is physically stronger than the brain, research is ongoing regarding its influence.

35 Guiding Clients Through Five Spiritual
Themes in Recovery: Acceptance, Forgiveness, Surrender (Trust), The Sacred and Spirituality, and Hope
Instructor: Jack M. Schobic
This course will examine and experience five spiritual themes in recovery: (1) the psychology and practice of forgiveness of self and others; (2) the psychology and clinical practice of self-acceptance and learning how to surrender; (3) the connection between your spiritual style, your psychological type, your practice of spirituality; (4) the development of your understanding of the Sacred – God – Divine; and (5) the process and practice of "making hope happen" each day in recovery. Each class will begin with a brief spiritual practice/exhibition and then we will move into discussion guided by small group exercises. The material provided can be used for personal growth groups and to help clients explore the connection between spirituality and recovery.

36 Burnout Prevention: Understandings and Rituals for Healing the Spirit
Instructor: Craig Nakan
As healers, the very nature of how we interact with clients is a dance between attachment and detachment—a dance between natural caring and ethical caring. The stress of these dances, with the problems, the issues of others, have an enormous impact on the mind, the body and the spirit. Much of being a helper is energy management. If we don’t understand and work with this aspect of being a counselor, then staff frequently becomes tired, burned out. Our ego then give to involve in the therapy process. We are then less effective as therapists and as individuals. We are in need of rejuvenation. Being spiritual takes conscious maintenance.

37 Understanding the Dynamics and Content
of Intimate Relationships
Instructor: David G. Hall
Intimacy in a relationship is certainly much more than sexual involving. True Intimacy requires Intense emotional sharing and almost complete self-disclosure. True Intimacy requires authentic ego strength. In this course, participants will learn five distinct domains of intimate relationship and how to nurture each of these qualities within themselves. Participants will explore and discuss how addiction sabotages intimacy and how this damage can be repaired during the recovery process.

38 Implementing Alcohol/Drug Prevention
Efforts in Communities of Color
Instructor: Ronaldo L. Figueroa
This course will explore key considerations in developing strategies, programs and services specifically aimed at reducing and preventing the use of drugs among youth in communities of African American, Latino, and other communities of color. The discussion will include aspects of culture, language, religion and racism, as well as how to use existing data, build collaboration, and forge relevant messages and effective approaches.

39 Promoting Prevention Strategies for
Families and Communities
Instructor: Roger Swendsen
This course will focus on practical prevention strategies for families and other adults. The course is designed for both experienced prevention practitioners as well as individuals with little or no training in science-based prevention. As a result of participating in this course, participants will be better able to understand the risk and protective factors that place youth at risk for and those that help protect youth from substance abuse under conditions of risk.

40 Substance Abuse Literacy: Pharmacology of the Bipolar Psychosocial Disease Model
Instructor: Edward J. Flynn
The course will focus on the pharmacology of street drugs and its relation to the bipolar psychosocial disease model. Participants will analyze the biological aspects, the psychological aspects and the social aspects of the disease model. The effect of drugs on manic behaviors and the effect of drugs on symptoms of mania such as goals, causes, and cure will be analyzed. The goal of the course is to develop the idea of substance abuse literacy as a lifelong activity and for the major illnesses such as bipolar disease and the material to be discussed will be presented both in the theoretical and in the practical application of the model. 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.

41 Treatment Planning
Instructor: Phyllis Rally
The groundwork for treatment planning is a strong assessment culminating in a clinical summary or formulation of the client's problems in each of the areas of assessment. In short, the formulation is a narrative synopsis of the client's functioning then and now and here and now. A good formulation is an integrative snapshot of the whole individual. This course is designed to help develop the groundwork for the treatment plan. Participants will learn to write cogent, effective formulations; while developing treatment plans (initial and updated) with client input; and learn to interpret the data to recommend the level of care. Targeted therapeutic changes in treatment will be outlined. Participants will review the steps to and have hands-on experience in writing problems, goals and objectives. Case histories and treatment planning instruments such as the LOS-DR, RAATE-CE and RTO-C will be used to demonstrate the treatment planning process and delineating placements. Lectures, discussions, and class participation will be utilized.

42 Treating Co-occurring Psychiatric Disorders
Instructor: Kathryn Badar
When individuals with Axis I disorders such as schizophrenia, major depressive disorder, or bipolar disorder encounter a coincident substance disorder, it is no question that a different approach is needed. The mental health system is now referring clients more frequently to addictions agencies for assessment and treatment. As addictions professionals, we may fear that our skills are not adequate, and that we cannot hope to support recovery for an individual who has a co-occurring mental illness: 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 for building confidence in the role of the addictions therapist and substance treatment. We will analyze the ways in which a serious and persistent mental illness can influence and effect the successful treatment of an addictive disorder, and ways in which to modify our therapeutic strategies.
School of Alcohol and Drug Studies

June 8 – June 13, 2003

43 The Dually Diagnosed Patient: Identification and Treatment

Instructor: Diane Ruta

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 and treatment planning strategies, as well as case studies, will be explored.

44 Anxiety Disorders: Psychosocial and Medical Treatments in Recovery from Addictive Behaviors and Trauma

Instructor: Jack M. Sobell

Anxiety abounds in early recovery as we gradually remove mood altering substances. How do you name 10 strategies to help reduce anxiety and increase frustration tolerance in early recovery? Can you distinguish between ordinary recovery anxiety ("I’ll never be able to do this") and anxiety which may have preceded a drug use? What treatments are available for generalized anxiety disorder, social anxiety, panic disorder, obsessive-compulsive disturbances, post-traumatic stress? We will explore the assessment, treatment [psychosocial and medical] and outcome measures for each of the anxiety disorders. Common co-morbid conditions are most common and often under-diagnosed in early recovery. Students will receive treatment plans and strategies culled from the latest literature on anxiety disorders. Students will have the opportunity to examine the phenomenon of "vicarious traumatization" which affects health care providers who work with chronic problems such as chemical addiction, mental illness and criminal populations.

45 It Does Make a Difference: Gender Sensitive Treatment

Instructor: Claudia A. Blackburn

Men and women have specific issues that create barriers to obtaining treatment and sustaining sobriety. This training is designed to introduce participants to gender sensitive treatment. The training will focus on gender differences in drug use and on an understanding of the unique gender issues surrounding treatment. Program strategies and treatment approaches that enhance the integrity of a gender sensitive treatment model are presented.

This course will explore the unique needs of men and women encountering the obstacles they encounter in gaining access to treatment and in maintaining abstinence. First, a historical perspective to outline the trends within the addiction field is presented. Then, current research highlighting gender specific responses to treatment and aftercare. Second, gender specific patterns of use, treatment resistance, clinical presentation and relapse 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.

46 Assessment and Referral Interviewing Techniques: Designing Treatments for the Resistant and Denying Client

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 make an appropriate diagnosis and referral for those clients who may be unable or unwilling to recognize and acknowledge their addiction. The techniques are valuable in assisting those clients who are in strong denial and for self-delusion to recognize their illness for what it is and to accept a referral (admission) into appropriate treatment. By gathering the needed information at the assessment level, the most appropriate treatment modality can be selected and the treatment plan formulated.

Upon completion of the course, it is expected that the participant will: (1) be fully acquainted with this assessment/helping interview; (2) be fully familiar with the concepts and techniques used in this process; (3) have learned the basic skills used in the process; and (4) have practiced the use of these skills and techniques with others.

47 Letting Go of Anger

Instructor: Ronald Potter-Efron

Excessive anger is a well-documented problem with addictive clients and those in recovery. However, there has been little specific work involving the use of anger management techniques. In this class, we will look at anger styles: anger avoidance, passive aggression, paranoia, shame based anger, deliberate anger, anger addiction. We will examine the phenomenon of "vicarious traumatization" which affects health care providers who work with chronic problems such as chemical addiction, mental illness and criminal populations.

48 The Power of Talk: Helping Clients Learn to Use Healthy Self Talk in Recovery

Instructor: Rutgers ADAP/CHI Staff

This course will examine the role of self talk and its powerful role in recovery. Topics will include interpersonal communication theory and practice; role of language in communication, the healing power of healthy self talk, the tools that are needed to recognize and learn to use healthy self talk. The needs of individuals’ communiquer style, and hands-on experience in improving self talk. The course will take an experiential approach to self talk. The goal of this course is to help participants learn to use healthy self talk to enhance their journey in recovery.

49 The Addictive Process and the Family

Instructor: Craig Malkin

This course will start by exploring the elements and principles that make addiction an all-encompassing family illness. The course will look at what the addictive process is and explore how the family system is affected by addiction. Special attention will be given to: (1) how primary processes in the addictive process; and (2) how the addictive process may affect children differently according to their developmental stages. To really help the addicted individual, both the developmental processes of family and the addictive process must be considered. The combination of these two processes offers the most realistic picture of what has happened towards the family. Please note: the course will be 20% experiential in nature.

The instructor will discuss how addiction takes over the human drives and reduces the individual to a predator state. In so doing, addiction pulls the person away from his/her human spirit and his/ her spirituality. The truly human is to be truly spiritual and to be trulyspiritual is to be truly human.

50 Working with Latinos

Instructor: Ronald L. Figueroa

This course will focus on special considerations that are important in working with Latinos. It will consider Latino families, individuals, communities. An overview of the historical presence of Latinos in the United States and of significant cultural factors will be provided. Specific linguistic, cultural, and other patterns and concerns, as well as issues in addiction treatment and recovery, will also be discussed.

51 How to Use the Big Book (Alcoholics Anonymous) C202

Instructor: Freedom House Executive Staff

This course is designed for professionals 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 exhaustive study of this book and will demonstrate how to integrate this material into the participant’s respective treatment programs.

52 The 11th Step Revisited: Meditation Practice C202

Throughout the Stages of Recovery C202

Instructor: Patricia A. Burke

The eleventh step of Alcoholics Anonymous encourages the practice of mediation and prayer to support and enhance the individual’s spiritual unfoldment. But what exactly is meditation and how are meditation and prayer practices most helpful to individuals in different stages of recovery? This course will explore these questions and give participants the opportunity to practice a series of meditations to help them increase their spirituality. We will also explore some of the benefits and possible negative effects of meditation, build a framework for the appropriate use of meditation with diverse client populations during the early, middle, and ongoing stages of recovery, and investigate some ethical considerations of introducing prayer and meditation into the therapeutic encounter.

This course will be drawn from Eastern and Western contemplative traditions and honor the richness of human spiritual and religious diversity. The presentation method for this course will be direct instruction, meditation, and guided meditation. Other learning methods will include lectures, discussion, and other experiential processes such as group sessions and group discussion.

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

53 Spirituality, Addiction, and Desire: C401

Instructor: Thomas E. Legers

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

At the end of this course, the participant will be able to: (1) Identify the common characteristics of addicts who find their life’s meaning in the deeper psychological and spiritual issues of alcohol and drug abuse; and (2) be able to identify and analyze the underlying issues behind gambling, sex, and relationship addiction, and food disorders.

54 Halfway House Experience

Race, Only

Instructor: Freedom House Executive Staff

The halfway house is one of the most revolutionary forms of treatment that can survive fiscal and demand reduction crises.

This course will provide information on the availability and structure of facilities, not only in New Jersey, but across the country. Differences, populations served, modalities, and philosophies will be highlighted as well as an overview of fund raising, self-containment and funding sources.

55 The Employee Assistance Program (EAP) in the New Millennium

Instructor: Robert J. Lynn

This course will cover the history of occupational counseling programs, revisit the EAP core technology and address issues facing EAP professionals today including: (1) stress in violent situations in the workplace; (2) stress due to organizational changes such as downsizing, facility closings, hostile takeovers, etc.; (3) primary and secondary stress; (4) compliance with OSHA and other testing regulations; (5) accessing appropriate and adequate treatment in a managed-care environment; (6) confidentiality issues; (7) the role of professionals and programs; (8) EAP in the internet; and (9) what belongs in EAP and what does not.
56  Individual and Group Activities with Adolescents  
56  Instructor: Medeline Curren

This course is designed for those who have knowledge of adolescent developmental issues. Working with adolescents can be demanding, challenging, heartbreakingly hilarious. The counselors need to have an understanding of adolescent development, a repertoire of individual and group skills, sensitivity, and a willingness to hear the adolescent voice. Using poems and stories, we will listen to adolescents as they struggle with issues of relationships, substance abuse, and violence. Then, through participation in discussion, creative activities, and group games, participants will learn a variety of techniques that will help them work with individual teens and to create adolescent groups that can help teens build ego strengths, develop assertiveness and empathy, and manage feelings.

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

57  Instructor: Rutgers ADAP/SICHI Staff

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

58  Moving Prevention Research Into Practice  
58  Instructor: Roger Swenson

This class will focus on how prevention practitioners can design and implement scientifically defensible prevention strategies that meet the needs and characteristics of their own communities. The class is designed for both experienced prevention practitioners and individuals with little or no training in science-based prevention. As a result of participating in this class, participants will be better able to: (1) explain the concept of science-based prevention and understand its relevance; (2) describe a number of theoretical approaches to science-based prevention; (3) identify effective prevention principles, programs and strategies that have been evaluated using the scientific process; (4) determine the effectiveness of existing programs using criteria described in the class; (5) special emphasis will be placed on adapting science-based models to meet local needs and interests. The format of the course will include presentations, discussion, review of relevant materials, and case studies.

Sahifie medical student fellows and their instructor, Dr. Mark Wallen (L)

"As a medical student, I feel Rutgers taught me more about alcohol and drug addiction information in one week than in my four years of medical school. I feel much more secure in my ability to help people with chemical dependency disorders."

Alumni Association and J. Steven Johnson, Sr. scholarship recipient with Juneau Ennen (L)

"A great experience....I enjoyed every minute of it. I met some truly amazing people."
# GENERAL APPLICATION FOR
## SCHOOL OF ALCOHOL AND DRUG STUDIES
### JUNE 8-13, 2003

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

**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.**

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

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<th>Previous attendance at a School, Institute or Conference on Alcohol/Drugs:</th>
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| Courses in which you wish to register (considerations of class size and scheduling conflicts make it important to list 3 choices for 8:00 A.M., 3 choices for 10:15 A.M. and 3 choices for 1:45 P.M., in order of preference): |
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1. Title  
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Enclosed is my check for the $100 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of N.J.  

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**Class of 2002 • School of Alcohol and Drug Studies**

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**Notes**
Institute of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 2003 Institute of Alcohol and Drug Studies (IADS) is directed by Gail Gleason Milgram, Ed.D. The Institute is a part of the Education and Training Division of the Rutgers Center of Alcohol Studies. The emphasis in the school’s curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features general lectures and special interest seminars to support and supplement the course work.

JOHNSON & JOHNSON SCHOOL NURSE FELLOWSHIP PROGRAM

The Johnson & Johnson School Nurse Fellowship Program runs concurrently with the Institute. Approximately three to four nurses are invited from selected geographic regions to participate. The school nurse’s principal attends the program for two days during the week. Carolyn Hodge, M.A., CRNC, is the course instructor. To date, approximately 350 school nurses have completed the program.

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.

The Alexander Library, located on the College Avenue Campus, is available to IADS participants.

The classrooms, food service area, library, 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

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

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<td>Tuition</td>
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drops with Friday lunch. University housing is not available for unregistered individuals.

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

Treatment facilities/governmental agencies/etc. that register ten or more individuals for the Institute and/or School of Alcohol and Drug Studies will receive a 10% discount on the combined tuition total. All applications for one or both schools must be received at the same time for the 10% discount to apply.

Enrollment for one or two courses: Arrangements can be made for students who wish to take only one or two courses and not participate in the 4.4 CEU (44-hour) program (i.e., three courses, lectures/seminars). The certificate received by an individual who is taking one or two courses would reflect this; that is, 1.2 CEUs (12 hours) toward certification/recertification will be awarded for one course and 2.4 CEUs (24 hours) will be awarded for two courses. The cost for one course is $250, two courses are $475. (Housing accommodations are not available to students taking this option.)

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until June 17, 2003. 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 (5% cut appropriate information on application form). The official IADS application form, found at the end of the Institute section of this catalog, must be completed and sent to:

Johanna Collins, IADS Program Assistant
Center of Alcohol Studies
Rutgers, The State University of New Jersey
867 Alliston Road
Piscataway, New Jersey 08854-8012
Telephone: (732) 445-4217
Fax: (732) 445-5000
E-mail: collins@cdr.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 Scaife Family Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; and (3) tuition support awards through the New Jersey Department of Health and Senior Services, Division of Addiction Services (do not include the room/meal plan or travel).

Applicants can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, Scaife medical student fellowships, and New Jersey Department of Health and
New Jersey Department of Health and Senior Services, Division of Addiction Services Tuition Support

Funding support from the New Jersey Department of Health, Division of Addiction Services enables the school to offer tuition support to a limited number of applicants. The criteria for application follow:

- Applicant may not presently be employed by the State of New Jersey.
- Applicant must be a resident of New Jersey.
- Applicant should be employed or active in ATOD prevention or treatment services in New Jersey. (Volunteer members of alliances are eligible.)
- Applicant should be planning to pursue certification in the treatment of addictions or certification as a prevention specialist or associate prevention specialist.
- The applicant's annual income should be less than $50,000.

A letter from the applicant should:

1. Indicate that the applicant is being considered for tuition support.
2. Certify that the applicant meets the above criteria.
3. Indicate how the education will benefit the applicant.

A completed IADS general application form (found at the back of the IADS section) must also be submitted.

Please note that in order to be reviewed, the request for tuition support must be received by the IADS within 10 days of the deadline. Since the number of tuition awards is limited, it is recommended that interested applicants apply as soon as possible.

CERTIFICATE

A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers offers training in the care of persons affected by substance abuse. The Continuing Education Units (CEUs) are optional to the program. The World Health Organization requires persons to complete the training 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 44 continuing education hours.

DAILY TIME SCHEDULE

Sunday
12:00 – 5:00 p.m. Registration/Sign-In (pre-registration required)
2:00 – 4:00 p.m. Lecture
5:00 – 6:30 p.m. Dinner (meal plan begins)
7:00 – 8:00 p.m. Lecture
8:30 p.m. Facilities are available for group meetings, as students request, for example, the fellowship of AA

Monday – Wednesday
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. General Lecture
5:15 – 6:00 p.m. Tai Chi Class instructed by Kathryn Bexard
7:00 – 8:00 p.m. Special Interest Seminars
8:30 p.m. Facilities are available for group meetings, as students request, for example, the fellowship of AA

Thursday
8:00 – 10:00 a.m. Class*
10:15 – 12:15 p.m. Class*
1:45 – 3:45 p.m. Class*
6:00 p.m. Banquet Buffet

Friday
8:30 – 12:15 p.m. Classes**
12:15 p.m. Awarding of Certificates

*“A wonderful opportunity for professionals to come together to learn, network, and connect.”
later stages of recovery a new impulsive urges, the impulse to disclose private personal information about others who we hold precious, in order to satiate the question, “Who am I without that story? What do I really want?” This is the path of self-inquiry that leads us to a realization of the deepest possible awakening of who we really are. This course will build an integrative model of psychological work in support of spiritual development in order to support that path of self-discovery. Participants will have the opportunity to explore and put into practice the principles of inner work through a relational, meditative approach as a tool of self-investigation, and undoing negative core beliefs through a process of psychological and spiritual inquiry.

The therapeutic strategies used in this course will be drawn from the many realms of spiritual and psychological arts such as: Taoism, Buddhism, the Twelve Steps of Alcoholics Anonymous and Humanistic Psychology. We will engage in experiential learning processes such as role play, clinical demonstrations, guided meditation, the practice of mindfulness, self-reflection and cardinal virtues, and writing practices.

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

The criteria for Emotional Maturity (Both 800 and 1015 sessions required) C201

Instructor: David G. Hall

This course will focus on strategies for helping clients understand and resolve personal issues that are identified as being M.D. as being necessary for emotional maturity. The seven criteria are: (1) ability to deal with reality constructively; (2) ability to accept responsibility for behavior that is symptomatic or self-destructive; (3) ability to find meaning in life; (4) ability to find a sense of meaning in life; (5) the ability to understand and express self-helpfulness; (6) capacity to sublimate, to direct one’s instinctive energies into constructive channels; and (7) capacity to love. While the criteria are easily stated, teaching clients how to integrate them into every aspect of daily life is a complex process, which is the business of therapy.

In this course, participants will learn a wide variety of strategies and a variety of analogies to help clients understand and practice emotional maturity. Throughout the course, there will be a strong emphasis on the relationship play in the pursuit of emotional maturity. The quality of authentic intimacy, the ability to collaborate with the capacity to experience and express feelings, and the capacity to be empathic and compassionate. The dynamics of emotional maturity in the family will also be addressed. In addition, the course will address self-management strategies for resolving environmental and personal problems. In other words, such as business/friendships, where there is a lack of emotional maturity.

Dual Diagnosis: The Drive for Integrity C103

Instructor: J. Calvin Chatlos

This course is a comprehensive introduction/overview of dual diagnosis (substance dependence and psychiatric) disorders, including areas of assessment/diagnosis, a developing positive, biopsychosocial model for addiction, DSM-V, co-occurring, ASAM.

Coping Skills Training for Substance Abusers C202 Using a Time-Limited Model C203

Instructor: Rutgers Center of Alcohol Studies Faculty

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 and anxiety; (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 the right clients for certain assistance and intervention.

The focus will be to integrate the use of traditional, disease model treatment conceptualizes and psychologic coping skills training. Participants will be given a booklet of selected readings that will be used in discussions. The course will use didactic presentation, group discussion and role playing exercises.

Group Dynamics with the Addicted Population C205

Instructor: Diane Rulo

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 teaching techniques. Prior group experience is not required.

Creative Approaches to Counseling Special C206

Instructor: Cheryl D. Reese

This course is designed to assist participants in counseling African American, Native American, Latinx, gay and lesbian and adolescent clients utilizing creative tools and techniques that will evolve an effective counseling relationship. This course focuses on the crucial role one’s attitude, personal beliefs, values and adaptability play when counseling a diverse population. The concepts introduced during the course are applicable for working a multicultural context. An interactive and experiential format involves the various techniques introduced during the course which include, music, eye movement desensitization and reprocessing and cultural traditions that strengthen the therapeutic process.

Understanding the Issues Gay/Lesbian Clients Face C401

Instructor: Joni Whelan

This course is designed for administrators, therapists, counselors, educators, energy and prevention specialists. It will introduce...
strategies and methods for improving services to gay/lesbian individuals and steps for creating a safe environment that is sensitive and culturally competent.

71 Crises Intervention with Children, Adult Children and Spouses of Alcoholics C045 C058
Instructor: Melvin Sandier
The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they function in specific areas of their lives such as school, work, intimate relationships. In the parenting role and during transitional periods. This course 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 Erikson's (1963) core, structure 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. Participants will be expected to take part in experiential class assignment.

72 Family Therapy Approaches: Working with the Family C046 C057
Instructor: Claudia A. Blackburn
Families are frequently reluctant to become involved in treatment with the addict, especially after years of disappointment, shame, resentment and feelings of hopelessness. Family therapy is a collaborative and systematic approach to address the needs of the entire family system. This course will focus on the impact of addiction on family members and the importance of family therapy in recovery. This course will address the effects of chemical dependency within the family. Experiential techniques and demonstrations of various family approaches will be integrated throughout the training, including: systems, experiential and psychodynamic techniques.

73 The Function of Family Rituals, Routine, Roles, Rules and Resistance Factors in Transmitting Alcohol-Drug and Other Drug Attitudes and Behaviors C043 C053 C048 C058
Instructor: Jack M. Sechler
Whether or not the family participates in treatment, clients must understand the power of family rituals, routines, rules and resistance factors on their choices to use alcohol, tobacco and other drugs. Using experiential techniques, this course is designed to help find any relevant methodological communication between the past and present for the minority client. This course is designed through lectures and discussion, to attract the clinician to open up a framework of sensitive discussion to reach the minority client, dealing with cultural issues substance abuse in the 10 Step Program of Recovery.

74 Loss and Death in Recovery C057
Instructor: Caroline H. Blackwell
Death and grieving is a common experience in the recovery from addiction. The focus of this class is on the importance of understanding the grieving process in recovery.

75 Race and Culture: Its Effect in Addiction and the Recovery Process C050
Instructor: Alan Taylor
This course will focus on the minority client, and through dialogue, view the role of race and culture and how it has impacted minorities in the addiction recovery process. The course will look at historical, cultural, socio-economic, nutritional and economic challenges that have impacted minorities in addiction and in the recovery process.

76 Current, Ethical, and Legal Issues in Management and Supervision C059
Instructor: David J. Powell
The ethical and legal issues in management and supervision have changed considerably over the past decade. There is a growing professionalism in the behavioral health field which views supervision as a specialty with standards and requirements. More is expected of managers than ever. Greater ethical and legal requirements now exist in the human resources area. Also, there is the need for an interdisciplinary approach to management.

77 Spiritualit: The Golden Key to Recovery C050
Instructor: Thomas E. Legere
Unless a person has truly connected with the higher power, all changes in his/her life are cosmetic and temporary. But how does one go about this process? In this course, we will survey all of the psycho/physical steps on the road to recovery. Using the insight...
of Carl Jung, Joseph Campbell, and the best thinkers in spiritual psychology today, we will trace out-in a clear, simple and understandable fashion how spirituality can launch a person on the road to wholeness.

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

80 Improving Family Communication: How to C068 Rediscover Each Other C059
Instructor: James Wasser

The intrusion of television and computers on family interaction and family life has often resulted in minimal conversation and in family alienation. This course will provide some effective techniques to foster conversation, to enhance interpersonal communication, and nonverbal, understand feelings and give positive and negative feedback.

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

81 Campus Drug and Alcohol Abuse Strategies: C048 Shared Responsibilities for Meaningful Approaches C058
Instructor: David S. Anderson

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

Course foundations will be based on multiple national initiatives: (a) the approach of the Promising Practices Campus Alcohol Strategies project, which help campus leaders orchestrate action planning; (b) the insights from multiple research efforts, included the College Alcohol Study (1978-86), the Drug and Alcohol Survey of Community Colleges (1991, 1998), the Monitoring the Future project, and the Core Survey; and (c) seven life health strategies emerging from Challenge 2000.

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

July 13 – July 17, 2003

82 Using Risk and Protective Factors in Prevention: Why Risk and Protective Factors Matter in P027 the Design of Effective Intervention
Instructor: Fran Miele

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 evidence-based policy. Both school and community programming will be highlighted.

83 Approaches to Keeping Prevention Evaluation Practical, Useful, and, if the Bookshelf P061
Instructor: Thomas Grinnin

This course will focus on how to improve prevention programming by helping prevention programs improve their program evaluation. This course is designed for individuals with little or no training in evaluation. Appropriate participants are program directors, grant writers, funders, and those who provide direct prevention services. As a result of participating in this training, participants will be better able to: (1) identify key evaluation questions to be answered by evaluation of their programs; (2) determine how and when to use quantitative and qualitative evaluation strategies in their program; (3) identify resources that can be used in prevention program evaluation; and (4) develop plans to report results and use findings to improve programs. The focus of the course will include presentations, discussions, review of relevant materials, practice in developing evaluation plans, and case studies.

84 Twice the Risk: HIV and Addictions C034
Instructor: Paula Toynton

HIV and addiction is a marriage that has created the greatest public health crisis in modern western civilization. Sixty percent of New Jersey's AIDS cases are a direct or indirect result of injection drug use. Addiction is a treatment of Attachment Theory in Treatment Chemical Dependency Disorders (891), Self-Inflict: A Path of Psychological and Spiritual Awakening (892), and The Criteria of Emotional Maturity (954).

85 Psychological Therapies: Finding the Right C046 for the Recoverying Client
Instructor: Bette Ann Weintraub

Cognitive, behavioral, family systems, Gestalt and psychodynamic therapies are just a few of the approaches used by mental health professionals. Using the case study method, this course will first discuss each therapy model and then apply its principles to specific problems that are currently occurring in recovering alcoholics, addicts and co-dependents. In addition to fitting the symptomatology and problem area, therapeutic approaches should also fit the personality style of both the patient and the therapist. For example, cognitive reforming is very effective with many depressed patients, but not all. Some patients, having introverted or necrophiliac personality structures, tend to see attempts at reforming as minimizing or discounting. Likewise, the same problem can often be addressed equally effectively by very different therapeutic approaches, depending on the expertise and the personality style of the therapist. This course will present several therapeutic approaches and their applicability to various mental health problems commonly experienced in recovering clients.

86 Understanding Addictive Behaviors (or Why Won't You Respond the Way You Were Supposed To? C041
Instructor: James E. Ennett

Individuals with co-occurring mental and emotional disorders and chemical abuse/dependency often present some interesting dynamics and challenges to the clinician and treatment team. Working with individuals who have these disorders can be extremely frustrating if the clinician does not have a depth of understanding of how these concurrent conditions affect the thinking, emotional state, the self-awareness, the perceived needs and ultimately the behavior of the chemically dependent client.

Without a firm grasp of "how an addict's head works" and other wise sound clinical techniques alone may be insufficient to provide lasting change, that are more often rewarded to both the chemically dependent clinician. Through lecture, case study examples, and experiential class sharing, participants will learn how to be more comfortable and effective with these cases.

87 Brief Therapy Approaches in Counseling People C021 Affected by Chemical Dependency
Instructor: Nikolai Irish Moyer

Through lecture, discussion, and role play, participants will review counseling basics and explore ways to integrate those elements recently shown to be predictive of positive outcomes into interactive process. This interactive course will afford participants an opportunity to refresh counseling skills and try various approaches useful with chemically dependent clients and their families.

88 Counseling Adolescent Alcoholics, Substance C02a Busers and Children of Alcoholics through C02b Understanding and Acceptance (RET) C023
Instructor: Edward McDonnell

This course discusses how Rational Emotive Therapy (RET) offers useful perspectives and tools for helping adolescents who are experiencing a crisis (e.g., alcohol/drug abuse, relapse, children of alcoholics, issues like self-esteem, anger, anxiety and low frustration tolerance).

The course will present a detailed analysis of RET fundamental principles, such as the ABCDE formulation of a psychological reaction. The primary emphasis will be on specific techniques to be used with problems commonly occurring in childhood and adolescence. Because adolescent's have cognitive limitations, the course will show how RET can be specifically adapted so that they will understand and use it successfully.
99 Anger, Conflict Resolution and Mediation: A Behavioral Management Tool

C202  C402

Instructor: Constance Green

This course focuses on anger and the underlying causes that affect how individuals manage and deal with conflict. Resolution skills will be addressed and taught through a design reflective of William Glasser’s Theory of Psychological Basic Needs.

Upon completion of this course participants will have acquired the skills and knowledge necessary to address their own values and attitudes and will have learned strategies to effect behavioral change in clients.

A Framework and Techniques for Using Values to C204 Solve and Heal Addictive Wounds

Instructor: Craig Nakken

This course will look at and teach to work how to assess damage done to a person’s value system by their addiction or by abuse they may have experienced. The course examines how values systems direct and dictate communication patterns and how the illnesses of addiction alters, distorts and controls the individuals and their families by changing the person’s relationship with principles.

This course works at teaching a therapy (Principle Centered Therapy, PCT) that works well with recovering addicts and their families. Its focus is on a return to a value-centered lifestyle instead of a power or pleasure-centered lifestyle. It operates from the belief that achieving intimacy by being non-addict and non-abuse is possible on its own or others have done to do with an individual’s ability to connect with, operate, and become skilled in the use of principles to solve life’s problems.

This course will work to help participants identify which principles of behavior are best used for different types of cognitive and emotional wounds. For different principles have different purposes and function. This will be a skill-oriented course, so participants must be willing and able to enter into a process of self-examination and self-accountability.

Cultivating Emotional Competence in Recovery

C022  C402

Instructor: Jack M. Schilk

Vernon Johnson calls addiction a disease/disorder of the emotions. Treatment in recovery involves more than asking, “How do you feel?” We need to guide the average client as he/she learns to experience, identify, regulate, and express emotion in recovery. This course covers various tools and plan with goals, objectives, methods, and treatment exercises for treating emotion in addiction and sobriety. Participants will learn and apply skills helping clients (1) about the range of their emotions and the vocabulary to identify these emotions; (2) the function of an emotion as experiencing “life as it happens,” in the absence of a learned defense; (3) making better choices in the face of emotional dysregulation or tripping; (4) help clients to assess their strengths and deficits in emotional experiences, identification, regulation and expression; (3) understand their emotional experiences; (6) strategies for managing their “emotional biography” — the history of their emotional development, including emotions, learning, trauma, (7) connect to their emotional experiences with their body sensations, with people, places and things, with beliefs and expectations; (8) teaching clients ways to use their emotional experiences to enhance their life and decrease their minimization; (9) helping clients to connect their favorite defense mechanisms with various emotions; (10) to feel right when things go wrong; (11) to allow empathy and emotional intelligence through specific daily practices; and (12) helping others understand their emotional attachment to alcohol, tobacco, and other drugs, and the process of grieving and surrender in recovery. This course provides workshops, exercises and a theoretical foundation for developing and planning a master treatment plan for cultivating emotion in recovery.

The Struggle of Recovery: Women’s Issues C202 in Addiction, Relapse and Co-Dependency

Instructor: Claudia A. Blackburn

Most services in the addiction field fail to use gender specific treatment approaches. Although some services offer specific programing and counseling for women, very few have integrated new research into their practices. Today many programs and counselors believe that conducting same-sex treatment suffers in providing gender sensitive services. Initially, this course focuses upon women’s issues in general, including development, cultural expectations, relationship patterns, the changing role of women, etc. Through experiential exercises, group interactions and lectures, several scenarios are presented to explore the impact of gender upon addiction, relapse and co-dependency treatment. Treatment approaches and techniques specific to women are the main areas of concentration for this course. Current research is integrated within the course presentations and experiential exercises.

Treatment Approaches with Children,

C202  C402

Instructor: Melvin Sanders

This course will help the counselor assess the impact on a client of living in an alcoholic family system and determine the most effective treatment approach. Some of the areas addressed will include co-dependence and other problems with relationships; anger management and ability to be assertive; difficult patterns at school and work such as perfectionism, difficulty with transitions, resistance to change, and conflict with legal authorities. It will also address the effect that certain “difficult clients” can have on the counselor and how to best self assess and respond. It will incorporate developmental, psychodynamic family systems, and cognitive behavioral understandings. Participants will be expected to take part in experiential class assignments.

Impact of Alcohol and Drug Abuse Addiction on Families and Larger Systems

C005

Instructor: Fran Macel

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

Cultural, Racial and Ethnic Diversity

C003

Instructor: Anthony Porter

This training will focus on the importance of cultural competence in chemical dependency prevention and treatment. We will explore the effects of culture in chemical dependency treatment, develop insight and gaining information to maintain counselor awareness necessary for cultural competence. As a culture professional empower the client, the agency and the community to enhance the quality of services will be addressed.

Traumatology — Dynamics and Recovery for

C001

Instructor: Raymond R. Oreslien

This course is an introduction into the effects of trauma upon those who treat (help) the traumatized (shocked/hurt people). There is a cost, some times very high, to caring. The most effective counselors are most vulnerable to this “contagion effect”. Compassion Fatigue, Secondary Trauma Stress Disorder, Neural Evolution, and Wounded (and healing) Arrowhead. The helper is burned by the dynamics they are trying to heal with devastating results. This course will give an overview of the social, psychological, physical and emotional dimensions through the latest research in the new field of Traumatology. A goal will be for each counselor to develop a “Self Recovery Process” to move through trauma’s effects in an upbeat, positive fashion.

Legal Aspects of Alcohol Counseling and

C002  C007

Program Administration

Instructor: William J. Kane

This experiential and practical course is suitable for all counselors and program administrators from any prevention, referral, employee assistance or treatment program. This course will explore clinical and service delivery issues within the entire landscape of legal authorities. With information provided, clients will be able to develop their own federal, state and agency regulations regarding contracting, and other drug abuse treatment by following appropriate procedures to protect clients.

By examining case studies students will be able to identify and evaluate legal issues that arise within various modalities. Students will examine legal liability issues including confidentiality, duty to warn, malpractice, negligence, etc. Participating in this course will lead risk management techniques to reduce legal exposure by principles that include liability insurance, self protection, and identify practitioner as sole practitioner or within an employing agency.

Topics will also include drug-testing issues, domestic violence, driving while intoxicated and criminal law. Participants in this course will learn simplified methods of drafting reports to courts and public agencies and testify as a fact or expert witness through actual court practice experience.

Creating Positive Role Models for the 21st Century

C002  C008

Instructor: James Wasser

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

Creating a Legacy of Life: Incorporating Holistic Health Approaches

C004  C005

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 drug abuse impact your life?" are questions helpful for prevention, treatment, or aftercare services.

This course emphasizes a developmental approach to substance abuse services, both for the individual and for leadership guiding these efforts. The emphasis is on holistic health strategies which emerged from a national vision group/think tank known as the "Winter Park Consensus" which promotes substance abuse. The seven life health principles are: optimism, values, self-care, relationships, community, nature and service; they are incorporated in Charting Your Personal Health and Goals: How to Increase Your Vitality through attention to the results of a systematic process, the seven life health principles promote healing and the accomplishment of your legacy, and other. Course participants will gain skills in implementing the vision group process and will learn specific applications for the seven life health principles unique to their personal reflections on their own legacies, and the impact they can make with others, course participants will be created to develop distinctive, creative strategies for promoting life health.
COURSES

1:45 P.M. – 3:45 P.M. (#104-128)

104 Neurobiological Aspects of Alcohol
Instructor: Rutgers Center of Alcohol Studies Faculty
C043
C046
In this course, physiological effects of alcohol on the organism will be discussed. Topics will include the acute and chronic effects of alcohol on the brain, the heart, and the endocrine system. Biological mechanisms for tolerance and physical dependence will be covered. Newer technologies to assess acute and chronic effects of alcohol on the brain and biological issues relevant to risk factors and individual variability will also be included.

105 Diagnosing Personality Disorders and Addictions
Instructor: Diane Ruffo
C013
This is a hands-on course. Participants will be required to diagnose case studies and identify Axis I and Axis II disorders. Participants will learn diagnostic techniques. There will be a review of DSM-IV criteria for personality disorders and substance-related disorders. Prior knowledge of personality disorders is helpful. This course is experiential as well as didactic.

106 Acute and Post-Traumatic Stress Disorders:
The Co-Morbid Relationship between Trauma
Instructor: Claudia A. Blackburn
C020
C042
Addicted individuals often use alcohol and other drugs to self-medicate the physiological and emotional expressions of traumatic stress. At other times, alcohol, drugs and compulsive behaviors can play a significant role in the occurrence of trauma among the addicted population. There is a growing body of empirical data supporting the co-morbid relationship between traumatic stress and chemical dependency. Within this specific population, the health care professional must tailor treatment to meet the unique needs of the client and to increase the probability of a successful outcome.

109 Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors
Instructor: Betty Ann Weinstein
C056
Mindfulness is considered the heart of Buddhist meditation, but its essence is universal and of practical benefit to all.

"Take it a day at a time," "Live in the moment," "The past is a canceled check, the future a promissory note," etc. are common phrases heard in 12-step meetings. But how do we help our clients learn to truly live in today? Are we, as caretakers, able 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 only partially aware of their reactions to things, of what they are doing, the effect of their actions and, most importantly, what they are thinking and feeling. Clients in early recovery, especially those with a long history of numbers finding and clouding thinking with chemicals or a history of parental discounting of feelings and thoughts, have little or no sense of what it means to experience the present.

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 touch with themselves and others.

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

111 Practicing the Principles of Recovery: An Experiential Course for Counselors and Clients
Instructor: James F. Emmert
C020
C401
Current research demonstrated that reduction in relapse is directly correlated to regular participation in 12-step programs. The purpose of this introduction to the patient of the principles underlying the steps can assist greatly in the bonding between the patient and the 12-step group, thus contributing to more positive outcomes.

The course will examine these principles and present innovative means and techniques of introducing them to patients in non-threatening, collaborative manner. The exercises that can be valuable in working with patients who have relapsed.

The course will be highly experiential in that participants will be exploring themselves to answer and solve these principles in "all their" and how these principles contribute to their personal well-being and professional health and development.

112 Spiritual Attunement: Intentional Consciousness
Living Techniques for African American Counselors
Instructor: Cheryl D. Alasse
C056
"You must be the change you wish to see in others." Mahatma Gandhi

110 Stress and Addiction: A Lateral Partnership
Instructor: Robert L. Miller
C020
C402
The 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 stress-prone 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 client perspective. Specific interventions will be discussed for ex-offenders and for the individual and organizational level. Acknowledging that stress and burnout are a natural phenomenon in substance abuse counseling, the program will help participants develop the skills and strategies for continued recovery. The participant will also be challenged to examine their own role in the broader context of their life and that of the client in understanding burnout (i.e., not only the job but what helps him or she to the job). Techniques for dealing with stress and burnout will be demonstrated such as biofeedback, relaxation exercises, problem solving and intervention strategies.

This is an ideal course for anyone who works in the addictions field and who has felt the effects of working in a dysfunctional family system. For some, this course can be a first step in recovery from a dysfunctional workplace or co-dependency in the workplace.

107 Coordination of Care for People with HIV/AIDS in Drug and Alcohol Treatment
Instructor: Paula Toytan
C034
C068
This course will examine and attempt to bridge the challenges of coordinating care between professional experts serving our clients with dual and multiple diagnoses. Behaviors that put people at risk for HIV often are not discussed from the perspective of addiction, mental health and illness, but are part of our clinical model. Serving this client population is a challenge professionally requiring content expertise in one area and a working knowledge of other areas. This course will start with a review of HIV/AIDS services and then the participants will divide into small groups to discuss the content areas and then integrate them into their personal journey and find ways to integrate their own spirituality into their work.

101 Integrating Spirituality into Therapy
Instructor: David J. Powell
C054
C056
This course bridges the gap between therapy and spirituality by finding ways to incorporate spirituality into therapy. It differentiates between religion and spirituality and is firmly rooted in the Twelve Steps. It finds new ways to respond to patients through contemplative listening and seeking the patient's essential rootedness and relatedness in something beyond themselves. It emphasizes compassion as the tender offering of one's heart to another's pain.

This course will offer opportunities for therapists to explore their own spiritual journey and life experiences. By asking fundamental questions of meaning, purpose and desire, the course will allow participants to find space for spirituality in their clinical practice. It will also explore research findings on the power of meditation and prayer in therapy and will teach how to take a religious history with patients and put faith into clinical practice. The course will be highly interactive and will focus on how to integrate their personal journey and find ways to integrate their own spirituality into their work.

C066

102 A Cognitive Behavioral (CBT) Approach to Spirituality: The Case of GAA
Instructor: J. Calvin Charles
C056
This course provides participants with a cognitive-emotional-behavioral theory and structured experiential approach to spirituality. It will emphasize sharing, group processes, personal growth, and professional growth in identifying participants' limits in addressing issues with clients. A specific source of spirituality and key experiences of faith will be identified and empowered to provide clients to spirituality and the role of faith in our life process (GAA/AA). Strict confidentiality will be expected of participants. Skeptics and those who doubt or have difficulty understanding the role of spirituality in life are encouraged to attend.

103 The Psychology of the Soul
Instructor: Thomas E. Legere
C055
C056
Psychology, which literally means "the study of the soul," often has no place for the soul. Instead, much of the work in counseling typically concerns itself with ego adjustment. In this course, we will turn the soul to its rightful place in the pursuit of mental and spiritual health. In a clear and simple way, we will learn how to introduce the topic of spirituality to our clients in a way that makes sense even to self-professed agnostics and atheists. If you are looking for a course to help you deal with the sometimes touchy topic of spirituality, this is the course for you.
115 Domestic Violence and Chemical Dependency Treatment
Instructor: Anthony Porter
This training will provide counselors, clinicians and other human services professionals with up-to-date information that includes a power analysis to develop appropriate, effective and safe approaches to working with chemically dependent women who are being battled by the men they are. Issues of accountability versus pathology when working with chemically dependent men who better will also be addressed.

116 Adolescents, Drugs and Violence: The Cycle of Self-Destruction
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 on adolescent psychiatric disorders will also be reviewed and discussed.

117 Healing the Wounded Child: ATOD Prevention
Instructor: Joni Whelan
This course will provide strategies for identifying, assessing and working with the children of substance abusers. Topics 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 lecture, role play, healing games, audio-visual aids and discussion. Participants will share significant changes needed to help them heal children wounded by their parents’ substance abuse, thus preventing inter-generational cycles of abuse.

118 Developing and Implementing Support Groups
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 format, elements of a group, trouble shooting, skills and techniques of a leader, before groups begin and group strategies and interventions.

119 The Art and Psychology of Humor in Addiction Recovery
Instructor: Raymond R. Dreidelin
Humor has been used as an effective tool by experienced addiction therapists to aid in recovery from alcoholism/drug dependency. In fact, many behavior therapists consider it as a counseling tool that enhances or retracts the recovery process. A working definition of humor will be presented, along with a review of the laws, types and categories of humor cognition. Techniques to use humor in progressive recovery, with specific emphasis on the

120 Working with the Unconscious in Relapse Prevention
Instructor: Thomas E. Legare
The defense mechanisms of the ego are well known: denial, rationalization, etc. "Traditional counseling techniques are often ineffective against these defenses. However, when we work with the unconscious, the truth reveals itself. In this course, we will explore a variety of approaches and other spiritual practices that address these defenses.

121 Structural Exercises for Psycho-Spiritual Growth
Instructor: Jack M. Schibik
Total health care includes exploration of the spiritual dimension of recovery beyond the physical, neurological and psycho-social. This course integrates principles of spirituality and spirituality recovery principles in a realistic and practical way. Students will interact with each other in group process to experience an array of structured exercises for psycho-spiritual growth. In total students will receive material for 30 group sessions which they can use in agency "recovery maintenance" counseling groups for adult and youth populations. Program material is based on the work of a large group of professionals who have facilitated the integration of recovery and spirituality in their public practices. Key text: Working with groups on spiritual themes.

122 The Spirituality of Addiction
Instructor: Craig Nakken
This course focuses upon spirituality as a major component of the addiction recovery process. The instructor will explore with the class the nature of addiction and the varieties of spiritual experience. How can addiction recovery be characterized as a major spiritual issue? This course will explore: (1) the phenomenon of crisis in our individual lives and its potential applicability to addiction; (2) The 12 Steps of Alcoholics Anonymous as spiritual exercises. The instructor will discuss the principles, power and practice of discernment and suggest how spiritual awareness can empower the practice of 12-step recovery. The instructor will discuss how addiction takes over the human drives and reduces the individual to a predator state. In so doing, addiction pulls the person away from his/her human spirit and hurdling the path of true spirituality and to be truly spiritual is to be truly human.

123 Spirituality: African Americans in Recovery
Instructor: Alvin Q. Taylor
This course will focus on African American clients, their belief systems and cultural understanding of their addiction and their recovery. It will be looked at spiritually practically and to assist clients in the 12-step recovery process. The course will be presented by a reflective look at one’s life, withinselves, and relationships.

124 The Power Of Activism: Helping the Still-Addicted Alcoholic
Instructor: Jane M. Naken
Today, more than at any other time in the past 30 years, America is failing to provide adequate treatment for people with the disease of addiction. It is not just about drinking and drugging. It is about inadequate government funding, penny-pushing managed-care plans, and misguided educators - or we can face the fact that we share in the responsibility to hold our nation’s approach to addiction.

125 The Meaning of Money
Instructor: Sandra McSlaeth
What it was to look at money as a "key to the question of who and why we are; the secrets of successful aging? What practical steps can be taken to age well? This course is ideal for men in the helping professions and is also applicable for women who want to learn something about the men in their lives or treat men who are in the secondary half of life.
has the power to choose how to interact with money. In this course we will consider a more holistic view of money that encompasses values, ethics, spirituality, and community. This class will provide insights into how to transform attitudes about money and become more conscious of the role of money in our lives. In addition, specific money skills and practices will be taught. Students will be expected to actively participate in discussions and exercises designed to assist them in gaining personal power around money and provide insights and tools to help those in recovery.

126 How to Prepare a Written Case Presentation

Instructor: Edward McDonnell

The purpose of this course is to present an overview of the record-keeping procedures for the methods development of a written case presentation required for initial CACC certification. Upon completion of the course, the participant will: (1) have a better understanding of the procedures for record-keeping; (2) recognize and understand the documentation of realistic goal-setting, crises, psychological functioning, treatment planning, course of treatment, social history and discharge summary; and (3) have completed a written case presentation to submit for initial CACC certification.

127 The Art of Implementing Science-Based Prevention Approaches

Instructor: Thomas Griffin

This course will focus on how prevention practitioners can design and implement scientifically defensible prevention strategies that meet the needs and characteristics of their own communities. The course is designed for both experienced prevention practitioners and individuals with little or no training in science-based prevention. As a result of participating in this class, participants will be better able to: (1) explain the concept of science-based prevention and understand its relevance; (2) describe a number of theoretical approaches to science-based prevention; (3) identify effective prevention principles, programs and strategies that have been evaluated using the scientific process; (4) determine the effectiveness of existing programs using criteria described in the course; and (5) special emphasis will be placed on adapting science-based models to meet local needs and interests. The format of the course will include presentations, discussions, review of relevant materials, and case studies.

128 Know What Difference Your Program Makes: Planning and Evaluation Strategies and Methodologies

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 funding, few resources, and modest expertise address those in a reasonably efficient way? Particularly in this era of diminishing resources and changing priorities, it is essential to identify meaningful strategies for documentation of their effectiveness, their cost-effectiveness, the receptivity by multiple audiences, and the processes used.

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

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GENERAL APPLICATION FOR
INSTITUTE OF ALCOHOL AND DRUG STUDIES
JULY 15-18, 2003

Last Name
First
Middle
Male  Q  Female  Q

Home Address
Street
City
State
Zip

Home Phone
Business Phone
FAX No.

Certification (Alcohol/Substance Abuse Counselor): Yes  Q  No  Q
If yes, which state:
E-mail:

Social Security #: ___________ Rutgers University requests this information to fulfill reporting requirements for
Rutgers University recognizes the accessibility of the information in the Sex and Lifetime Learning credit established by the IRS under the Taxpayer Relief Act of 1997.

Years of College
Highest Degree Awarded
College Attended
Dates

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 sides if needed):

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

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):

8:00 A.M. - 10:00 A.M. 10:15 A.M. - 12:15 P.M. 1:45 P.M. - 3:45 P.M.
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Rutgers 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:

AVC No. ___________________________ Expiration Date ___________________________

Signature ___________________________ Date ____________

For Office Use Only
Instructor ___________________________ Instructor ___________________________
Course Number ___________________________ Course Number ___________________________
Grade ___________________________ Grade ___________________________
FACULTY

Administration
Executive Director: Gail Gleason Milgrim, Ed.D.
Program Assistant (SADS/ADS): Johanna M. Collina
Program Assistant (CPS): Linda Sinum

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 (#81, 120, 128)

Kathryn Bedard, M.A., C.A.D.C, C.M.S., N.C.A.D.C., C.R.M.
III, Chief, Special Populations and Activities, Department of Human Services, New Jersey Division of Mental Health Services, Trenton, New Jersey; Chien/Operator, Spirit Wind Internal Arts, Trenton, New Jersey (#42, 77, SADS Yoga Class, IADS Tai Chi Class)

Gregory A. Birchett, M.S.W., C.S.W., C.A.S.A.C., Regional Clinical Supervisor, Renaissance Project Inc., Port Chester, New York (#15, 28)

Claudia A. Blackburn, M.S., Consultant, Lancaster, Pennsylvania (#14, 27, 45, 72, 93, 109)

Patricia A. Burke, M.S.W., L.C.S.W., B.C.D., C-CATODSW,
Psychotherapist, Private Practice, West Baldwin, Maine (#1, 52, 82)

Bruce Correll, Ph.D., L.C.S.W., Private Practice, Laredo, Texas (#2, 61)

Center of Alcohol Studies Faculty: Thomas J. Morgan, Psy.D., Research Associate, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (#65); and Larissa A.
Polchlopek, Ph.D., Professor, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (#104)

J. Calvin Chatlos, M.D., Associate Professor of Psychiatry and Pediatrics, UMDNJ-RWJUHC, New Brunswick, New Jersey (#64, 103)

Madeline Curren, M.S.W., C.S.W., Consultant, Private Practice, Brooklyn, New York (#16, 26, 58)

Raymond P. Dretleben, Ph.D., C.A.D.C., Consultant, Private Practice, Berkeley Heights, New Jersey (#97, 119)

James F. Emmert, B.A., B.S., F.A.C.A.T.A., Private Practice, Bethesda, Maryland (#20, 46, 75, 86, 111)


Edward J. Flynn, Ph.D., C.P.P., Associate Professor, Department of Pharmacology and Physiology, University of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark, New Jersey (#12, 45)


Connie Greene, M.A., C.A.S., C.S.W., C.P.S., Director of Program Development, Institute for Prevention, St. Barnabas Behavioral Health Care Network, Toms River, New Jersey (#69, 118)

Thomas Griffin, Ph.D., M.S.W., Associate Director, Minnesota Institute of Public Health, Mounds View, Minnesota (#83, 127)

Carolyn Hedge, M.A., C.A.D.C., C.C.D.S., Director, Need to Know Communications, Toms River, New Jersey; Groups/ Workshop Facilitator, Private Practice, Toms River, New Jersey (Johnson & Johnson School Nurse Fellowship Program Course)

David G. Hall, Ph.D., L.L.P., C.S.W., Personal Consultant, Private Practice, Flushing, Michigan (#19, 37, 63)


William J. Kane, J.D., C.S.W., Director, New Jersey Lawyers Assistance Program, New Brunswick, New Jersey (#98, 113)


Thomas E. Legere, Ph.D., C.A.S., Psychotherapist, Starting Point, Inc., Westminster, New Jersey; Faculty, Rowan College, Gloucester, New Jersey (#18, 23, 53, 79, 103, 120)

Robert L. Lynn, Ed.D., C.A.D.C., L.P.C., C.E.A.P., Clinical Director, NCAOD, SAS/BARD, Hamilton, New Jersey; Professor of Counseling/Psychology, Fairleigh Dickinson University, Madison, New Jersey (#11, 32, 55, 60, 110)


Sandra McElrath, B.S., Certificate in Spiritual Direction, Robbinsdale, Minnesota (#78, 125)

Fran Miceli, M.Ed., C.S.W., C.A.S., C.P.S., Program Manager, N.J. Department of Health and Senior Services, Division of Addiction Services, Trenton, New Jersey (#17, 33, 85, 95)

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

Nikola Irish Moyer, M.A., C.C.D.C./R., C.P.S., Clinical Specialist, Hazelden Family Center, Center City, Minnesota (#74, 87, 108)

Craig Nakken, M.S.W., L.I.C.S.W., L.M.F.T., Private Practice, St. Paul, Minnesota (#4, 36, 49, 90, 122)

Jane M. Nakken, Ed.D., Private Practice, Minneapolis, Minnesota (#80, 124)

Robert J. Pandina, Ph.D., Director, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey
Anthony Porter, B.S., C.S.A.C. C., Program Director, Addiction Services, Nyean Hospital, Nych, New York (968, 118)

Patricia S. Potter-Erlen, M.S., C.A.D.C. III, Clinical Psychopharmacologist, First Things First Counseling, Eau Claire, Wisconsin (96, 34)

Ronald T. Potter-Erlen, Ph.D., M.S.W., Clinical Psychopharmacologist, First Things First Counseling, Eau Claire, Wisconsin (96, 45)

David J. Powell, Ph.D., President, International Center for Health Concerns, Inc., East Granby, Connecticut (979, 101, 114)


Phyllis Reilly, M.A., C.A.D.C., Director, University Behavioral Health Care Addiction Services, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey (925, 41)

Diane Rullo, Ph.D., M.A., L.C.S.W., C.A.S. C., Clinical Social Worker, Rullo Psych Associates, Keyport, New Jersey (94, 43, 66, 100)

Rutgers ADAP/S/CHI: Lisa Lattman, M.Ed., C.A.D.C., Director, Alcohol and Other Drug Assistance Program for Students, Rutgers Health Center, Rutgers University, New Brunswick, New Jersey (967) and Linda C. Lederman, Ph.D., Professor of Communication and Director, Center for Communication and Health Issues, Rutgers University, New Brunswick, New Jersey (449)

Melvin Sandifer, M.S.W., M.A., L.C.S.W., C.A.S., C.E.A.P., D.C.S.W., Private Practice, President, WorkCoach, Fairfield, New Jersey (971, 94)

Jack M. Schibli, Ph.D., C.A.D.C., C.C.S., C.P.S., Director, Kalos Counseling Service, Naples, Florida (912, 35, 44, 73, 92, 121)

Cheffy Steerman, L.C.S.W., C.A.D.C., Psychotherapist, President, Cheffy Steerman Associates, Hightstown, New Jersey (96, 31)

Roger Svensson, M.S., C.P.S., Coordinator of Program Development, Minnesota Institute of Public Health, Mounds View, Minnesota (939, 58)

Alvin Q. Taylor (Ron), M.D., Consultant, Harrah, Pennsylvania (970, 120)

Paula Toynott, M.Ed., Director of Education, Hyacinth AIDS Foundation, New Brunswick, New Jersey (864, 197)

Mark C. Wallen, M.D., F.A.A.S.M., Medical Director, Livengrin Foundation, Bensalem, Pennsylvania (88, 21)

James Wissier, M.A., Superintendent of Schools, Freehold Regional High School District, Englewood, New Jersey (980, 99)

Bette Ann Weinstein, Ph.D., M.S.W., L.C.S.W.-C, Consultant/ Trainer, Private Practice, Bethesda, Maryland; Professor, Catholic University, Washington, D.C. (97, 85, 100)

Joni Whelan, M.A., C.A.D.C., C.P.S., Residential Administrator, Maryville, Inc., Williamstown, New Jersey (968, 717)

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, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey (969)

2003 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the spring 2003 Continuing Professional Education Seminars follow:

**Goal Setting for Relapse Prevention**
- John K. Kriger, M.S.M.
- C.A.D.C., C.P.S.
- January 9, 2003

**How to Help Your Clients Deal with Tobacco**
- Tobacco Dependence Program Staff
- January 16, 2003

**Neuropsychology of Substance Use Disorders**
- Marsha E. Bates, Ph.D.
- January 23, 2003

**Crisis Intervention with Children, Adult Children and Spouses of Alcoholics**
- Melvin Sandifer, M.S.W.
- M.A., C.A.S., C.E.A.P.
- January 30, 2003

**Promoting Behavioral Change with an At-Risk Population**
- Fran Miceli, M.Ed., C.S.W.
- C.A.S., C.P.S.
- February 6, 2003

**Burnout and Drug Dependency: Who's Helping the Helper?**
- February 13, 2003

**Diagnosing Personality Disorders and Addictions**
- Diane Rullo, Ph.D., L.C.S.W., C.A.D.C.
- February 20, 2003

**Working with the Unconscious in Relapse Prevention**
- Thomas E. Legere, Ph.D., C.A.S.
- February 27, 2003

**The Dually Diagnosed Patient: Identification and Treatment**
- Anthony Genaddy, B.S.
- B.A., C.A.D.C.
- March 6, 2003

**Biological Foundation of Chemical Dependency Disorders: Use of Medication as an Adjunct to Treatment**
- Mark C. Wallen, M.D.
- March 13, 2003

**Legal Issues Surrounding Alcohol and Drug Treatment and Prevention**
- William J. Kane, J.D.
- C.S.W.
- March 20, 2003

**Counseling Adolescent Alcoholics, Substance Abusers and Children of Alcoholics through Rational Emotive Therapy (RET)**
- Edward McDonnell, M.S.
- C.A.D.C., C.C.S.
- March 27, 2003

**Conflict Resolution/Mediation—A Prevention/Intervention Tool for Anger Management**
- Connie Greaves, M.A., C.A.S., C.S.W., C.P.S.
- April 3, 2003

**Non-12-Step Models of Recovery (Addiction Recovery and Psychological Family Education)**
- Michael Chenkin, M.S.W.
- L.C.S.W., C.A.D.C., C.C.S.
- April 10, 2003

**Neurobiological Aspects of Alcohol**
- Larissa A. Pohorecky, Ph.D.
- April 24, 2003

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