Institute of Alcohol and Drug Studies
July 11–16

School of Alcohol and Drug Studies
August 1–6
2004 Schools of Alcohol and Drug Studies

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ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queens 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 1924. The university currently has twelve undergraduate colleges, eleven graduate schools, and three schools offering both undergraduate and graduate degrees. In addition, many continuing education programs are offered for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known both nationally and internationally as a leader in alcohol research, education, training, and documentation and publication of alcohol literature. The Center began at the Yale University Laboratory of Applied Physiology and Biodynamics over fifty years ago and moved to Smithers Hall at Rutgers University in 1965. Today the Center's five areas of concentration include basic science, 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) at Yale University in 1948; 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 (SADS), 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.

Scott Classroom Building

"The Rutgers program is one of New Jersey's treasures. The education and experience are incredibly valuable in helping professionals help people."

"An excellent program with knowledgeable instructors. It's a chance to learn from others who are also working in the field."

Center of Alcohol Studies
http://alcoholstudies.rutgers.edu

Photography by Gail Gleason Milgram

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Institute of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 2004 Institute of Alcohol and Drug Studies is directed by Gail Glasgow 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 and special interest seminars to support and supplement the core work.

JOHNSON & JOHNSON SCHOOL NURSE FELLOWSHIP PROGRAM

The Johnson & Johnson School Nurse Fellowship Program runs concurrently with the Institute's courses. The five-year scholarships are invited from selected geographic regions to participant. The school nurse principal's attendance program for two days during this week, Carolyn Hedges, M.A., CACD, is the course instructor. To date, approximately 420 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. 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 IASD 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:

<table>
<thead>
<tr>
<th>Tuition</th>
<th>$705.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room/Month Plan</td>
<td>$445.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,150.00</td>
</tr>
</tbody>
</table>

For students staying on campus, three housing options are available on a first-come, first served basis. Option 1: an air-conditioned double occupancy room with private bath (Stoner Hall); Option 2: an all-conditioned two-person apartment (private bedroom with shared bath in University Center); Option 3: an all-conditioned single occupancy room with private bath (Stoner Hall). There is a surcharge of $100.00 for Option 3 (single occupancy, Stoner Hall). University dormitories are non-smoking buildings, including individual rooms; linen, towels, and meal service are provided with each housing option. A housing reservation request must be accompanied by a non-refundable $50.00 deposit (see back of application form). Each housing option includes a meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unregistered students.

A non-refundable tuition 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 payable to Rutgers, The State University of N.J. MasterCard and VISA will be accepted. Wire transfers charges must be paid by the sender.

Treatment facilities/governmental agencies/that register ten or more individuals for the Institute and/or School of Alcohol and Drug Studies currently receive a 10 percent discount on the combined tuition total. All applications for enrollment must be received at the same time for the 10 percent 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 4.5 CEU (45-hour) program (i.e., three courses, lectures/seminars). The certificate received by an individual who is taking one or two courses would reflect that, 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 $300.00; two courses are $565.00. (Housing accommodations are not available to students taking this option.)

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until June 24, 2004; however, early application is recommended to ensure enrollment. The 4.5 CEU (45-hour) deposit of $101.00 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. MasterCard or VISA (fill out appropriate information on application form). The official application form, found at the end of the Institute section of this catalog, must be completed and sent to:

Johanna Collins, IASD Program Assistant Center of Alcohol Studies Rutgers, The State University of New Jersey 607 Allston Road Piscataway, New Jersey 08854-5001 Telephone: (732) 445-4317 Fax: (732) 445-3900 E-mail: collins@bioc.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 Johnson & Johnson School Nurse Fellowship Program; (2) a stipend to attend with travel and miscellaneous expenses through the Johnson & Johnson School Nurse Fellowship Program; (3) a stipend to attend with travel and tuition support awards through the New Jersey Department of Health and Senior Services; (4) a stipend to attend with travel and tuition support awards through the New Jersey Department of Health and Senior Services (these scholarships do not include the room/meal plan or travel).

Applicants can apply for one of the scholarships listed above. Please write to the Alumni Association scholarships, Scaife medical student fellowships, and New Jersey Department of Health and Senior Services tuition support awards are also offered at the School of Alcohol and Drug Studies; however, scholarship and fellowship application can be made to only one of the schools in a given year.

Note: It is not necessary to send in the $100 non-refundable deposit with the application.

Alumni Scholarships

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies; each full scholarship covers tuition and the related expenses. Scholarship applications must be received by the end of the business day on May 13, 2004. Each applicant must submit the following information: (1) a completed IASD general application form (found at the end of the IASD section); (2) a letter from the candidate stating that he/she is applying for an Alumni Scholarship; (3) a letter of recommendation from the candidate's employer or professional colleague (if applicable); and (4) a letter of recommendation that addresses the candidate's attributes and role in the field. Please note: (1) candidates who have not previously received one of the Rutgers schools of alcohol and drug studies will receive priority consideration through the Scholarship Committee; and (2) persons who have received an Alumni Scholarship in the past five years cannot apply. The requirements listed below must be fulfilled for the packet to be reviewed by the Alumni Association Scholarship Committee. The packet of applications must clearly 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 all hours toward certification/registration to be included in the packet.
- Work full- or part-time, presently or in the recent past, in the alcohol field with family and children of an alcoholic; parents who are alcoholics and/or other drugs; gay/lesbian patients; and/or the handicapped.
- Be actively involved with community groups, local industry, school board, and other educational programs. Volunteer involvement should be described in detail.
- Explain the financial reason for requesting scholarship aid.

Applicants will be required to sign a form verifying that their annual salary is less than $30,000.00. The completed IASD general application form (found at the end of the IASD section) must also be submitted.

Scaife Medical Student Fellowships

Medical student fellowships are funded by the Scaife Family Foundation; each fellowship covers tuition and the room/meal plan, with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course (8:30 a.m.-12:15 p.m.) designed specifically for medical students, and one other course of their choosing in the remaining 1:45 p.m.-time slot.

Each applicant must be attending a medical school in the United States and must send the following information: (1) a completed IASD general application form (found at the end of the IASD section); (2) a letter from the medical student stating that he/she is applying for the Scaife Family Foundation Fellowship; (3) her medical school and current year of attendance, and how attendance at the institute will impact her in her work in the medical field. The applicant must also include a mailing address, phone number, and e-mail address; failure to include will result in incomplete applications that will be dropped. The application must be received by the end of the semester. Fellowship applications must be received no later than June 17, 2004; however, fellowships will be reviewed by the applicants who meet the criteria on an application date received basis.
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 - 8:00 p.m. Dinner (meal plan begins)
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

Monday - Wednesday
8:00 - 10:30 a.m. Class**
10:15 - 12:15 p.m. Class**
1:45 - 3:45 p.m. Class**
4:00 - 6:00 p.m. Special Interest Seminars
5:15 - 6:00 p.m. Tai Chi Class instructed by Kathryn Bedard
7:00 - 8:00 p.m. General Lectures*
8:30 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of AA

Thursday
8:00 - 8:30 a.m. Class**
10:15 - 12:15 p.m. Class**
1:45 - 3:45 p.m. Class**
6:00 p.m. Banquet Buffet

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

Please note: (1) Invited lecturers include William White, M.A., Carlton Erickson, Ph.D., and Craig Nelson, M.S.W. (2) In addition to the ten hours spent in classes, Instructors will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (3) the lecture/seminar schedule will be distributed during Sunday registration; and (4) ***Friday classes conclude at 12:15 p.m.; certificates will be awarded immediately following classes.

N.J. Department of Health and Senior Services, Div. of Addiction Services, addiction support recipients (AOD 103); Fram Mirot (front row center)

COURSES

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

Each course will meet formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for the following courses: 81 Clinical Supervision: Skills for the Future (three sessions per day), 84 Medical Aspects of Addiction (two sessions per day), 70 The Adaptable Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling (two sessions per day), 82 Building Positive Character Traits (two sessions per day), 85 Understanding the Dynamics and Content of Intimate Relationships (two sessions per day), 820 Providing Quality Treatment in a Managed-Care Environment Using the New APA '90 guidelines for Assessment, Treatment Planning, Placement and Documentation (two sessions per day), and 93 Creative Approaches to Counseling Special Populations (two sessions per day). Each of the two sessions per day comprises classes that meet for four hours per day, plus four hours of outside work for a total of twenty-four hours. Each of the classes per day comprises classes that meet for four hours per day, plus four hours of outside work for a total of thirty-six hours.

8:00 A.M. - 10:00 A.M. (81-29)
1 Clinical Supervision: Skills for the Future
   (8:00, 10:15, and 1:45 sessions are required.)
   Instructor: David J. Powell
   This course provides a foundation for supervision and management personnel. Based on David Powell's Clinical Supervision in Alcohol and Drug Abuse Counseling it fulfills the training requirements for certification in clinical supervision of the International Certification and Reciprocity Consortium. The content includes supervising those receiving co-occurring disorder training in an outcome-driven, managed care environment and the latest legal and ethical concerns. This course is recommended for present and future supervisors.

2 Medical Aspects of Addiction
   (Both 8:00 and 10:15 sessions required.)
   Instructor: Douglas Ziedonis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School
   This course is designed to review the medical aspects of addiction for medical students and physicians. It will provide participants with an opportunity to acquire some basic knowledge of and develop skills on the diagnosis, treatment and rehabilitation of patients with chemical dependency disorders. During the first part of the course, the focus will be on defining chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

3 The Adaptable Counselor: Use of Self in a Person-Centered Approach to Addictions Counseling
   (Both 8:00 and 10:15 sessions required.)
   Instructor: Patricia A. Burke
   One of the basic assumptions of a person-centered approach to counseling is that human nature is inherently growth-oriented and that the counselor can support the client's intrinsic desire for self-realization and fulfillment through the qualities and attitudes the counselor brings to the therapeutic encounter. This course will build a framework for a person-centered approach, allow participants to explore their innate wisdom, intuition, and creativity, enhance their confidence and effectiveness as counselors, encourage them to bring their full unconditional presence to the therapeutic relationship, and develop specific skills in the appropriate use of self within the context of a person-centered approach to working with individuals and groups.

4 Building Positive Character Traits
   (Both 8:00 and 10:15 sessions required.)
   Instructor: Bruce Carnuth
   Integrity, competence, genuineness, centeredness, empathy, self-soothing, curiosity and potency are some of the attributes that enhance functioning and well being. This course will explore how these attributes can be strengthened in ourselves and in the lives of our clients and how significant life events can impact on the development of these traits. Some of the significant life events we will consider include psychotherapy, important spiritual experiences, milestones in work, health, relationships and other life dimensions and simply the experience of being unconditionally regarded and accepted.

We will work from a model drawn from contemporary psycho-dynamic and psycho-developmental theories and with methodologies derived from Gestalt, relabeling and the cognitive therapist. Group process in class is an important component of the weeks professional and personal growth.

"The program exceeded my expectations. As a medical student, I had the chance to interact with top-notch medical faculty, counselors, probation officers and many others. I learned things here that I won't learn anywhere else in my medical curriculum."

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203, 204, 205
5 Understanding the Dynamics and Content of Intimate Relationships (Both 8:00 and 11:15 sessions required.)
C204
C205
C206
Instructor: David G. Hall
Intimacy in a relationship is certainly no more than sexual involvement. True intimacy requires intense emotional sharing and almost complete self-disclosure. True intimacy requires authenticity in strength. In this course, participants will examine five clinical domains of an 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.

6 Drugs, Sex, Mental Illness and DSM-IV-TR
C103
Instructor: Bette Ann Weinstein
DSM-IV-TR, with its over 350 separate psychiatric diagnoses, including substance use disorders, is used by clinicians worldwide for research, addiction and insurance reimbursement. This course will present a useful and organized method for determining which of the often confusing and overlapping categories is the best fit for your clients. Current cases will be used to demonstrate how diagnoses are made, usually correctly, but at times incorrectly.
This course will also explore the fascinating and often contentious history of psychiatric 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 practice.

7 Crisis Intervention with Children, Adult Children (203) and Spouses of Alcoholics (405)
Instructor: Melvin Sandler
The experience of many of those who have lived or are living in an alcoholic family environment can have a major impact on how they function in specific areas of their lives such as school, work, intimate relationships, in the parenting role and during transitional periods. This course provides a framework for understanding their vulnerability to experiencing crises during some of these phases while being super survivors in others. Emphasis will be placed on developmental tasks and needs (ER Erickson), defense structure and formation (psychodynamic understanding) and role formation (Sharon Wiegelsdorfer-Cruz, Claudia Bacci). Focus will be using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be demonstrated and participants will be expected to take part in experiential class assignment.

9 Dual Diagnosis: The Drive for Integrity
C103
Instructor: J. Calvin Chilcott
This course is a comprehensive introduction/review of dual diagnosis (substance dependence and psychiatric disorders), including areas of assessment/diagnosis, a developmental biopsychosocial model of addiction, DSM-IV classification, ASAM levels of care, psychopharmacotherapy, a 12-step transformational treatment approach and prevention. The emphasis in this course will be on integration-personal, interpersonal and within systems. The participants will experience the power of this perspective and be able to apply it at many levels in their own work. It is recommended that participants be familiar with DSM-IV.

10 Brief Therapy Approaches in Counseling People C204
AFFECTED by Chemical Dependancy
Instructor: Nikole l. h. Meyor
Through lecture, discussion, and role play, participants will review counseling basics and explore ways to integrate these elements recently shown to be predictive of positive outcomes into their practice. This interactive course will afford participants an opportunity to refresh counseling skills and try various approaches useful with chemically dependent clients and their families.

11 Understanding Addictive Behaviors (or Why Won't C401 You Respond the Way You've Supposed To?)
C402
Instructor: James F. Emmett
Individually 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 individual, 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" efforts and other wise sound clinical techniques alone may be insufficient to provide outcomes that are more rewarding to both the client and clinician.
Through lecture case study examples, and experiential class starting, participants will learn how to be more comfortable and effective with these cases.

12 Coping Skills Treatment for Substance Abusers C202
Using a Time-Limited Model
C203
Instructor: 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) maintaining approaches to alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrelevant decisions.
Another focus will be to integrate the use of traditional, disease model treatment concepts/processes with standardized coping skills training. Participants will be given a compass of selected readings that will be used in discussions. The course will use didactic presentation, group discussion and role-playing exercises.

13 A Guide to Family Recovery: Creating, Sustaining C405
and Fulfilling Relationships
C406
Instructor: Jack M. Schieb
Guiding, a family to recovery requires that the counselor have a comprehensive map of the family recovery process. This interactive course will examine the roles, routines, rituals and relationships of each family member affected by substance abuse. A treatment plan will be designed for each member including treatment goals, strategies and modalities of treatment, using the Universal model of establishing a healthy family with healthy individual members.
Changing key attitudes, beliefs, expectations, behaviors, family interactions, boundaries, hierarchies, communication patterns and problem solving strategies are essential to sustain recovery. Helping clients create a healthy family and healthy individual members is achievable in spite of the trauma, chaos, addiction, and despair of addiction. We can help families build new competence, new family values, principles, and purposes.

14 Understanding the Issues Gay/Lesbian Clients C401
FACE
C404
Instructor: Joni Wheeler
This course is designed for administrators, therapists, counselors, educators, clergy and prevention specialists. It will introduce strategies and methods for improving service to Gay/lesbian individuals, and steps for creating a safe environment that is sensitive and culturally competent.

15 Nutritional Addiction: Exploring the C202
Mysterious Connection
C201
Instructor: Cheryl D. Rease
A course designed for participants prepared to explore the confusing, often surprising, interplay of substance addiction and its interplay between recovery and relapse. This non-scientific course allows its group members to deliver experimental methods of assisting clients to develop a wellness plan related to recovery as well as discuss proper functioning. The course includes video, role-playing and self-reflection as approaches to this learning environment.

16 Support Groups and Strategies for At-Risk C205
Populations
C206
Instructor: Connie Greene
This interactive and experiential workshop will provide participants with enhanced skills and techniques that will enable facilitators to develop and implement groups in the school or agency setting. Focus will be on establishing group and individual goals so that a paradigm shift and measurable change in behavior of group members can take place. Emphasis will also be on creating a supportive environment in the school or practice setting.

17 Relapse Prevention for Chemically Dependent C202
Women
C404
Instructor: Claudia A. Blackburn
This course will specifically present and demonstrate relapse strategies for chemically dependent women. Although empirically-based gender-specific strategies and relapse interventions are only beginning to develop and gain recognition within the addiction field, participants will learn how to clinically use these newly-developed relapse prevention treatment strategies for women. This course will also incorporate and adapt other relapse prevention models and techniques that are likely to work with the unique needs of women in treatment. Along with didactic presentations, classroom demonstrations and experiential exercises will be incorporated.

18 The Employee Assistance Program (EAP) in C508
the New Millennium
Instructor: Robert L. Lynn
This course will cover the history of occupational counseling programs, revitalize the EAP core technology and address issues facing EAP professionals today including: (1) trends of violent situations in the workplace; (2) stress due to organizational changes such as downsizing, facility closings, hostile takeovers, etc. (behavior incident stress ccolenbets; (4) compliance with DOT drug testing regulations; (5) accessing appropriate and adequate treatment in the health-care environment; (6) certification and recertification issues; (7) certification of professionals and programs; (8) e-EAP (Internet services); and (9) what belongs in EAP and what does not.

19 Criminal Justice System and the MICA Client C303
Instructor: Gregory A. Birchet
This course will explore issues involved in the assessment and treatment of offenders and the impact of the criminal justice system. Through class discussion students will enhance their understanding of behavior and other intervention strategies.
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20 The DWI Client - Working with Resistance to Promote Change
Instructor: Fran Miceli
This course will focus on utilizing key prevention and intervention strategies to help the DWI client to assess his/her relationship with alcohol and determine how to change or end the relationship. Program content to be used in group psycho-educational classes will be presented and explored.

21 The Letter of the Law and the Spirit of the Law in Sentencing and Probation Services
Instructor: Ellen Egan
This course will examine the decision making process in the Federal and Superior Court system along with how officers implement judges' orders. Students will be given information regarding sentencing guidelines, judicial discretion, the pre-sentence investigation as a court document as well as a supervision tool, literacy concerns, community safety, case planning, residential placement, MICA clients, HIV issues, Attention Deficit Disorders.

Throughout the course we will explore the courts potential as a powerful intervention resource as well as its more obvious role in the correctional system.

Additionally, we will focus on the use of probation groups to teach, to enhance self-esteem, and to develop leadership. This course will be experimental in nature; students will be asked to participate in experimental exercises and small group work.

24 Rituals for Healing the Spirit
Instructor: Kathryn Bedard
As healers, the very nature of how we interact with clients is a dance between attachment and detachment and 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 healer is energy management. If we don't understand and work with this aspect of being a counselor then we frequently burnout, burn out. Our ego's then get 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.

This course is designed to promote understanding of how to prevent or dig out of the black hole of burnout and stress, and explore ways of healing, maintaining and rejuvenating the spirit.

25 Campus Drug and Alcohol Abuse Strategies: Shared Responsibilities for Meaningful Approaches
Instructor: David S. Anderson
Implementing comprehensive campus-based alcohol abuse prevention requires a long-range perspective with a clearly defined and implementable strategic planning process. Further, it requires a refined understanding of college student developmental tasks and strategies for addressing these in proactive meaningful ways. This course takes a close look at the nature and appropriateness of strategies to address drug and alcohol abuse and related problems, blending knowledge of life skills development and state-of-the-art prevention and intervention strategies. Course foundations will be based on multiple national initiatives:

(1) The applied resources prepared by the Promoting Practices: Campus Alcohol Strategies project, which help campus leaders undertake action planning;
(2) The insights from multiple research efforts, including the College Alcohol Survey (1979-2000) and the Drug Use Survey of College Community Colleges (1994), the Monitoring the Future Study, and the Core Survey; and
(3) The seven life health strategies emerging from Challenge 2000.

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

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26 Improving Family Communication: How to Redecorate Each Other
Instructor: James Wasson
The intrusion of television and computers on family interaction has not helped in the development of strategies to increase understanding and collaboration. In this course we will explore some effective techniques to foster cooperation: listening, finding skills, interpreting hidden messages and nonverbal, understand feelings and give positive and negative feedback.

Participants will be provided with new "tools" with which to work more effectively with young people in order to accomplish the following 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 situations; (3) to give participants an overview of five components of effective interpersonal communication; and (4) to provide participants with skills to write their own "redesign" therapeutic dialogues. 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 new dynamics.

27 Women's Perspectives on Treatment and Twelve-Step Recovery
Instructor: Jane M. Nakken
Women are different from men. This course will invite participants to recognize, honor, and make use of these differences in how to help alcoholics and addicted women establish healthy recovering lifestyles.

The richness of the feminine psyche, the complexity of women's lives, and the many barriers facing women seeking recovery when we welcome them and allow them to influence our treatment approaches.

Course participants will look to history, culture, theory, research and their own personal and clinical experience as we discuss treatment implications of this new learning. Informed by the Women's Relational Model of Psychology and new research on women's brain functioning and emotional response systems, we will suggest experience new tools and techniques for use with our clients.

28 Thou Shall Not Model Dysfunction: Creating More P101 Functional Organizational Settings
Instructor: John Kriger
This experimental course will provide participants with information for creating and maintaining organizational health in treatment centers and organizations. Elements will include environmental conditions for supporting employee motivation and retention, learning no methods, developing employee evaluation and the organizational evolutionary process.

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29 The Meaning of Money
Receip. Only
Instructor: Sandra McDermith
What if we were to look at making money as "a key to the question of who and what we are" without the concern of how we get money and how we spend it? How can we make money meaningful to our identity and how we can feel hopeful and experience relief around making money in our lives. Dealing with material and Approaching security is an important issue of the 4th step invention. Many alcoholics blame their money problems on their drinking or addiction and do not discover the problems continue long after recovery. This class is designed to explore one's personal relationship with money. The focus will be on identifying and transforming attitudes and perceptions of money in order to better understand its role in our lives. We will counteract viewing money as a Higher Power, which prevails in this culture, by exploring the possibility that money and spirit are connected and each of us 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.

COURSES

10:15 A.M. - 12:15 P.M. (R1, 2, 3, 4, 5, 30-53)

Please note: Three class sessions per day are required for Clinical Supervision: Skills for the Future. Two class sessions per day are required for 42 Medical Appliances of Addiction, #3 The Adaptable Counselor Use of Self in a Person-Centered Approach to Addictions Counseling, #4 Building Positive Character Traits, #5 Understanding the Dynamics and Content of Intimate Relationships and the Human Being in a Managed Care Environment Using the New ASAM HPC-2R for Assessment, Treatment Planning, Placement and Documentation, and #51 Creative Approaches to Counseling Special Populations.

1 Clinical Supervision: Skills for the Future
(9:00, 10:15 and 1:45 sessions are required)
Instructor: David J. Powell
See 8:00 A.M. for course description.

2 Medical Appliances of Addiction
(Both 8:00 and 10:15 sessions required)
Instructor: Douglas Ziedonis and Faculty from the Division of Addiction Psychiatry, Robert Wood Johnson Medical School
See 8:00 A.M. for course description.
The Adaptable Counselor: Use of Self in a Person-Centered Approach to Counseling
(Both 8:00 and 10:15 sessions required.)
Instructor: Patrice A. Burns.
See 8:00 A.M. for course description.

Building Positive Character Traits
(Both 8:00 and 10:15 sessions required.)
Instructor: Bruce Carnuth.
See 8:00 A.M. for course description.

Understanding the Dynamics and Content of Intimate Relationships
(Both 8:00 and 10:15 sessions required.)
Instructor: David G. Hall.
See 8:00 A.M. for course description.

Providing Quality Treatment in a Managed-Care Environment
C025
Instructor: Robert I. Lynn.

Therapy: Trauma and Substance Use (C066)
Instructor: Eileen B. Isaacson.

Motivational Counseling and Addiction
C020
Instructor: Bette Ann Weinstein.

Creative Approaches to Counseling Special C021
Reception C022
(Both 10:15 and 11:45 sessions required.)
Instructor: Cheryl D. Reese.

Neurobiological Aspects of Alcohol
C065
Instructor: Center of Alcohol Studies Faculty.

Therapy: Trauma and Substance Use (C022)
Instructor: Eileen B. Isaacson.

Motivational Counseling and Addiction
C020
Instructor: Bette Ann Weinstein.

Group Therapy
C055
Instructor: Nikola Irish Mayer.

In this highly interactive course will focus on basic skill development. Participants will experiment with user-friendly, supportive group membership at three levels: small group, peer group, and individual. The class will consider the relative merits and risks of a problem focus and a solution focus, and the possibilities for a balanced focus. This course will include group discussion, lecture, discussion, video, and dyadic and small group role exercises.

Treatment Approaches with Children,
Adult Children and Spouses of Alcoholics
C066
Instructor: Melvin Sandler.

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 approaches. Some of the areas explored will include codependence and other problems with relationships; attention span disorders; psychosocial difficulties; difficult adjustment at school and work such as perfectionism, difficulty with transitions, relationships with authority figures, and acting out behaviors; 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 include an emphasis on developing a psychodynamic family systems, and cognitive behavioral understandings. Participants will be expected to take part in experiential class assignments.

Managing Chemical Addiction: A Multimodal Approach to Assessment, Treatment Planning, Case Management and Outcome Evaluation
C066
Instructor: Jack M. Schiff.

Application of the multimodal perspective (pioneered by Arnold Lazarus) to the assessment and treatment of chemical dependency developed by the instructor, will be presented. Using the process of technical didactics, specific treatment goals and treatment strategies are applied to the basic dimensions of human personality: (1) biological (neurochemistry, organic adaptation, predispositions); (2) behavioral (learning by curiosity, modeling, perspective and negative reinforcement, inadequacy); (3) affective experiences (process, identification, and regulation of ten basic emotions); (4) cognitively derived beliefs, fixed beliefs, basic dysfunctional attitudes, automatic thinking, expectations); (5) sensori-perceptual experience, interpersonal and intrapsychic states, environmental and social interactions, neurophysiology, communication style, boundaries, hierarchies; (6) imagination (needs, wants, aspirations, hopes, goal setting, decision making); (7) social interactions (attraction, social role, norms, social identity); (8) psycho-social development (crises, traumas, milestones, vocation); (9) crisis therapy (emotional and physical foundation and treatment); (10) alcohol/drug history and family transmission processes, and medical-psychiatric or psychological fitnesses.

An understanding of chemical addiction as it implicates all of these dimensions will be described. Assessment strategies for each dimension and time-tested strategies for each area of concern, including chemical history, organizational and social views, and treatment approaches, including approaches that are likely to determine progress in recovery will be covered. Lazarus's model provides a strategic approach to multiple brief therapies which, when used sequentially, help clients accomplish specific goals attached to the stages of change.

A Framework and Techniques for Using Values to Solve and Heal Addictive Wounds
C066
Instructor: Craig Nakken.

This course will look at and work to teach how to assess damage done to an individual's value system by their addiction (or by causes they may have experienced). The course examines how value system direct and dictate communication patterns and how the ill effects of addiction alter, distort and control 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 Intramy (a by-product not a goal) with oneself or others to have an individual's ability to connect with, operate from, 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 uses. Unlike traditional self-help, this course is not a self-oriented course, so participants must be willing and able to enter into a process of self-examination and self-accountability.

The Art and Psychology of Humor in Addiction Recovery
C066
Instructor: Raymond P. Dettlein.

Humor as an effective tool by experienced addiction therapists to aid in recovery from alcoholics/drug dependency; in fact, many use the development of humor as a counseling tool that has been found especially helpful to those who have a problem. For those who manage behavioral health care. The course will provide training in initial and continuing assessment of the patient/client using the dimensional approach of the ASAM PDA-2 including assessment of the relapse patient. It will also offer systems for re-engineering treatment services at little or no cost in order to provide effective treatment in a time of increasingly scarce resources.

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

Cultural, Racial and Ethnic Diversity
C066
Instructor: Anthony Porter.

This training will focus on the importance of cultural competence in chemical dependency prevention and treatment. Exploring the importance of culture and race and how they are connected and coupled with chemical dependency, this course will develop insight and guiding information to maintain counselor objectivity. Ways in which cultural competence can help the professional empower the client, the agency and the community to enhance the quality of services will be addressed.
41 Working with African Americans  
Instructor: Gregory A. Birchard  
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. You will learn to meet the needs of your clients, decrease awareness of misconceptions about cultural background, and recognize the impact of these belief systems on treatment and other service delivery areas.

42 Counselling Adolescent Alcoholics, Substance  
Abusers and Children of Alcoholics through Rational Emotive Therapy (RET)  
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 of low self-esteem, anger, anxiety and low frustration tolerance). The course will present a detailed analysis of RET fundamental principles such as the AUS model of problem identification and resolution. The primary emphasis will be on specific techniques to be used with problems commonly occurring in childhood and adolescence years. Because adolescents have cognitive limitations, the course will show how RET can be specifically adapted so that they can understand and use it successfully.

43 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 a range of relevant psychosocial disorders will also be reviewed and discussed.

44 Twice the Risk: HIV and Addictions  
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. Both injection and non-injection substance abuse is highly correlated to HIV risk behavior among all populations. The fastest growing national HIV infection trends all lead back to drug use. This course offers addiction counseling professionals the necessary information and skills to meet the challenge of this dual crisis. Participants will develop an understanding of the following: HIV transmission; disease progression; current prevention practices that are based on behavior change theory; and the current research in treatment; and the means and resources in which addiction-
July 11 - July 16, 2004

Institute of Alcohol and Drug Studies

COURSES

1:45 P.M. - 3:45 P.M. (#1, 30, 31, 54-76)

Please note: Three class sessions per day are required for #1 Clinical Supervision: Skills for the Future. Two class sessions per day are required for #30 Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PPC-R for Assessment, Treatment Planning, and Documentation. #51 Creative Approaches to Counseling Special Populations and #53 Brief Therapy Using Psychoanalytic Approaches are co-offered.

1 Clinical Supervision: Skills for the Future

CCS

(600, 10-15, and 1:45 sessions are required.)

C507

See 8:00 A.M. for course description.

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

C102

(Both 10-15 and 1:45 sessions required.)

C202

Instructor: Robert J. Lynn

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

Creative Approaches to Counseling Special Populations

C202

(C404

(Both 10-15 and 1:45 sessions required.)

Instructor: Cheryl D. Reese

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

Treatting Co-occurring Psychiatric Disorders and Addiction: Taking the Mystery out of Mental Illness

C401

C402

Instructor: Kathryn Beidel

When individuals with Axis I disorders such as schizophrenia, major depression and bipolar disorder present in treatment, there is no question that a diagnosis can be problematic. The primary care health system is now referring clients more frequently to addictions agencies for treatment. As addictions professionals, we may feel 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 client population. We will explore effective approaches to treating individuals with co-occurring Axis I disorders, and for building confidence and skill in engagement, assessment and treatment. We will analyze the ways in which a serious and persistent mental illness can influence and affect the successful treatment of an addictive presenting disorder and ways in which to modify our therapeutic techniques so that we are successful with this population. Countertransference issues will be discussed. Course format includes experiential exercises, didactic, and role play to provide a stimulating and comprehensive view of Axis I illness as we view our most difficult clients. Participants are encouraged to bring specific case examples for discussion.

Brief Therapy Using Psychoanalytic Approaches

C204

With Substance Users: Alcohol and Other Drugs

Instructor: Eileen B. Backstrom

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

56 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients

C202

Instructor: Claudia A. Blackburn

This course will provide in-depth demonstrations of cognitive-behavioral (CB) approaches and strategies in treating anxiety and mood disorders among the addicted population. Each session is dedicated to specific CB strategies and techniques that correspond with the presenting disorder. While providing an overview of current CB theoretical perspectives of each disorder, this course is also intended to provide participants significant opportunities to build proficiency in CB strategies and application through hands on exercises. The main disorders will include affective disorders characterized by depression, anxiety and post traumatic stress. The main range of strategies will include stress inoculation, cognitive restructruing, self-monitoring and management, systematic desensitization, cognitive narrative and processing, exposure, guided imagery, autogenic training, and problem solving therapy.

Group Techniques for the Addicted Population

C205

Instructor: Diane Rufo

Participants will learn useful tools in working with the addicted population. This is an experiential workshop. Participants will increase their knowledge and skills from a humanistic perspective through the use of self by taking an active role in the group experience. Prior group experience is not required.

58 Listening and Interviewing Skills for Addiction Counselors

Instructor: Patricia A. Burke

This course will provide an opportunity for participants to build and practice interviewing skills in the areas of listening and interpersonal interviewing. We will investigate the concepts of deep listening and skillful interviewing and put them into practice using role-playing and case studies. The course will be dedicated to enhancing your confidence and mastery of relational skills during the initial evaluation and interview. Learning methods will include experiential learning processes such as role-playing exercises, role-play, clinical demonstrations, and group processes. This is an experiential course. Therapeutic processes will be demonstrated in class. Participants will actively contribute to the class learning environment and have a commitment to self-reflection and self-responsibility.

Coordination of Care for People With HIV/AIDS

C201

Instructor: Paula Toynton

This course will examine and attempt to bridge the challenges of coordinating care between professionals serving our clients with dual and multiple diagnoses. Behaviors that put people at risk for HIV are often not discreet from risk behaviors of addiction, mental health and those who end up in our criminal justice system. Serving this client population is a challenge professionally requiring constant expertise in one area and a working knowledge of other areas of care. This course will host a series of content experts within the field of HIV and AIDS services to increase the participants' knowledge of skills and resources available to HIV positive clients. Content areas included are: (1) legal documents and services; (2) prevention case management; (3) correctional and reentry and support for sex-offenders; and (4) psychosocial support for better health outcomes.

Cultural Competency and Addiction Treatment

C503

Instructor: Kenneth L. Kirkland

In the United States an estimated 32% or more of the population is of non-European descent. Addiction and mental health professionals are being called upon to provide treatment while being confronted by social changes that impact and complicate the treatment/recovery process.

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

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

C401

Instructor: James F. Emmert

Current research demonstrated that reduction in relapse is directly correlated to regular participation in 12-step programs. The early introduction to the patient of the principles underlying 12-step programs 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 methods for introducing them to patients in non-threatening ways. The same techniques can be valuable in working with patients who have relapsed.

The course will be highly experimental in that participants will be exploring for themselves what personal and/or professional principles they "practice in all their affairs" and how these principles contribute to their personal well-being and professional health and development.

Domestic Violence and Chemical Dependency Treatment

C203

Instructor: Amy Paisley

This training will provide counselors, clinicians and other human service professionals with up-to-date information that includes a power analysis to develop appropriate, effective and safe responses to preventing and addressing chemical dependency issues that are being battered by the men they are partnered with, issues of addiction, domestic violence when working with chemically dependent men who batter will also be addressed.

Violence and Chemical Dependency

C405

Instructor: Sandra McDrath

Authenticity requires an ever-evolving self-awareness about such things as who we are, what we value, our purpose in life, and making life choices that are in alignment with this awareness. This

65 Where Do I Go From Here: A Search for Authenticity

C505
course will build upon the self-knowledge and understanding implicit in the 4th, 5th, and 10th steps. Self-knowledge and self-understanding are fundamental to one's spiritual journey, personal growth, and change. This course will deal with how we make choices that reflect who we are and what we value, and we will deal with those critical times when we are faced with looking at what is truly important and how we honor our life's dreams. Participants in this course will engage in self-discovery processes that encourage living from a place of greater authenticity. They will learn about the importance of self-knowledge in making life choices and why it is important to make life-changing decisions using benchmarks for being in alignment with one's own values and purposes. This course will be a combination of lecture, discussion, and experiential processes including journaling, reflective exercises, respectful silence, and small group work. Participants will have personal information to use as benchmarks in their own future decision-making, as well as processes and tools which can be incorporated into their individual practices.

66 Forgiveness Therapy: Healing Hurts G065 Which Obstruct Recovery G065

Instructor: Jack M. Schibli

From the beginning of our social life we wrestle with the problem of forgiving self and others as well as receiving forgiveness. The processes of forgiving self, others and receiving forgiveness is essential to recovery. Healing hurts that obstruct sobriety is not a random process. Forgiveness can be guided and systematically experienced. Forgiveness therapy is a scientifically validated process of healing mind, body and spirit. Through lecture, group discussion, and practical exercises, participants will explore psychology, theology, spirituality and 12-step philosophy, principles and practices of forgiveness and reconciliation. We will address the origin, nature, purposes, processes, and rituals of forgiveness. Both the difficulties and possibilities of self-forgiveness and forgiving others and receiving forgiveness will be explored. Additionally, we will examine healing wounds in intergenerational family relationships, childhood trauma, and forgiving the unforgivably.

67 Relapse Prevention Therapy G020 G041

Instructor: Nikola Irish Moyer

Current research indicates that a clear majority of people treated for chemical dependency return to chemical use. These clients often have needs that are different from those of clients who are able to sustain sobriety. This course will offer skill development and an overview of the many levels of thought that are at the heart of emerging models of addiction, relapse, recovery and mental health. Emphasis will be placed on problem-focused relapse prevention models and skill-building for self-management, and we will give attention to these two perspectives. Some emphasis will be placed on working with the client's family and larger social system.

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

68 The Psychology of the Soul G030

Instructor: Thomas E. Lagers

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 return 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 agnostic and atheists. If you are looking for a course to help prepare you for the sometimes touchy topic of spirituality, this is the course for you.

69 The Spirituality of Addiction G041 G035

Instructor: Craig Nakken

This course focuses upon spirituality as a major component of the addiction-recovery processes. The course will explore with the class the nature of addiction and the varieties of spiritual experience. How can addiction recovery be characterized as a spiritual process? What role does spirituality play in the phenomenon of relapse in our individual lives and its potential application in the 12 Steps of Alcoholics Anonymous and other 12-step organizations? The instructor will discuss the principles, power and practice of discernment and suggest how such a model can be helpful in the practice of 12-step recovery. The instructor will discuss how addiction takes over the human drive and redirect it to an individual to a predator state. In so doing, addiction pulls the person away from higher human spirit and his/her spirituality, for to be truly human is to be truly spiritual and to be truly spiritual is to be truly human.

70 Spirituality vs Religion: An Obstacle to Recovery G035 G036

Instructor: Alvin G. Taylor

This course will focus on clarifying one's understanding of spirituality vs. religion and the implications for the 12-Step Recovery Program. Through dialogue and discussion, the course will look at the historical, cultural, socio-legal, nutritional and economic factors that have impacted the recovering person in this country and the counselor's role in the recovery process. The course will look at the history of the 12-Step Program, past and present, and our global societal realities to discuss one's perception as counselor, of the tension which exists between spirituality and religion in addiction and recovery. This class is designed through lectures, readings and discussion, to make participants look at the world and the counselor's perception of the understanding of spirituality vs religion in the 12-Step Program of Recovery.

71 Healing the Wounded Child: AOD Prevention and Substance Abuse G202 G405

Instructor: Joel Wheelan

This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) healing games; (2) art and play therapy; (3) identification and understanding the dynamics of addiction as a family; and (4) prevention efforts of parental substance abuse. Learning methods will include lecture, role play, healing games, audio-visual aids and discussion. Participants will learn how to work with participants who have been birthed by their parent's substance abuse, thus preventing inter-generational cycles of abuse.

72 Three Exemplary Program Designs in New Jersey: Drug Courts, Intensive Supervision Program, Newark Alliance for Compliance G303

Instructor: Ellen Egan

This course will focus on restorative justice and the use of AA/NA frameworks for supervision by examining the mission statements and implementation of three unique and successful programs administered by the Administration Office of the Courts of New Jersey. Participants will gain familiarity with the dynamics of innovative planning and analysis of program outcomes, community involvement, the court as an agent of change, operation of drug courts, and the key components of the Newark Alliance for Compliance. This course will be experiential in nature; students will be asked to engage in participatory exercises and small group work.

73 The 12 Steps as a Model for Leadership G304 G306

Instructor: Jane M. Makken

As professionals working with the process of transformational change, we have skills that can help us become effective leaders, at a time when effective leaders are sorely needed. The rate of change in today's world is faster than ever before. Organizations need to be able to function in order to survive. James O'Toole in Leading Change: Why corporations must not simply change, they must be transformed effectively. Executives say that nothing could be harder. Organization change efforts are notoriously difficult to envision, implement, and sustain. Experts state that 50% to 70% of all organization change Interventions fail to achieve or sustain their desired states.

To change professionals in the addictions treatment field, the challenges have a familiar ring. We might ask the question, "Which is harder to change: an organization or an addict?" The 12 Steps are a powerful model for transformational change. In this class, we will learn 3 classic models of organization change and compare them with the 12 Steps; we will compare the usual business approaches to problems with 12-Step approaches as they apply to the workplace; and participants will assess their personal interests in assuming leadership in their organizations.

74 Moving Prevention Research Into Practice Record: Only G408

Instructor: Roger Swenden

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 will examine what research and important decision making is available and how to engage with citizens and individuals with little or no training in science-based prevention. As a result, participants will become better able to: (1) explain the concept of science-based prevention and understand its relevance; (2) describe a number of theoretical approaches to substance abuse prevention and the skills needed to help heal children wounded by their parent's substance abuse, thus preventing inter-generational cycles of abuse.

75 What Difference Will Your Program Make: C303 Prevention 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 these in a reasonably proficient way? Particularly in this era of diminishing resources, with major budget and staffing priorities, it is essential to identify and employ meaningful strategies with documentation of their effectiveness, their cost-effectiveness, the receptivity by multiple audiences, and the soft models can be found in the practice of 12-step recovery. The instructor will discuss how addiction takes over the human drive and redirect it to an individual to a predator state. In so doing, addiction pulls the person away from higher human spirit and his/her spirituality, for to be truly human is to be truly spiritual and to be truly spiritual is to be truly human.

76 How to Prepare a Written Case Presentation C303

Instructor: Edward McDonnell

The purpose of this course is to present an overview of the record-keeping process, for the methods will be presented to provide a written case presentation required for initial CAAC certification. Upon completion of the course, the participant will have: (1) a better understanding of the importance of keeping complete and accurate records and understanding the documentation of realistic goal setting, crises, psychological functioning, treatment planning, course of treatment, social change in today's world is faster than ever before. Organizations need to be able to function in order to survive. James O'Toole in Leading Change: Why corporations must not simply change, they must be transformed effectively. Executives say that nothing could be harder. Organization change efforts are notoriously difficult to envision, implement, and sustain. Experts state that 50% to 70% of all organization change Interventions fail to achieve or sustain their desired states.

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

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GREAT APPLICATION FOR \nINSTITUTE OF ALCOHOL AND DRUG STUDIES \nJULY 11-16, 2004

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<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Male</th>
<th>Female</th>
<th>Certification (Alcohol/Substance Abuse Counselor):</th>
<th>Yes</th>
<th>No</th>
<th>If yes, which state:</th>
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<td>Social Security No.:</td>
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<td>Previous attendance at a School, Institute or Conference on Alcohol/Drugs:</td>
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<td>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 12:30 P.M. in order of preference).</td>
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<td>1:45 P.M. - 3:45 P.M. (91, 30, 31, 54 - 76)</td>
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| 2. # | Title | 2. # | Title |
| 3. # | Title | 3. # | Title |

| (i) Enclosed is my check for the $100 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of NJ. |
| Signature | Date |
| Please charge my MasterCard/Visa account for the $100 non-refundable deposit. |
| Account No. | Expiration Date |
| Signature | Date |

RESERVATION FOR HOUSING/MEAL PLAN: On the back of this application, please fill in your name and check off whether or not you require the housing/meal plan. For applicants who want to sign up for the housing/meal plan, please read the information on the form and then check off the appropriate responses. This will be the only notification for housing/meal plan registration.
Housing/Meal Plan Reservation Form

For students staying on campus, three housing options are available on a first come, first served basis. Option 1: an air-conditioned double occupancy room with private bath (Stoner Hall); Option 2: an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center); Option 3: an air-conditioned single occupancy room with private bath (Stoner Hall). There is a supplemental housing charge of $105.00 for Option 3 (single occupancy, Stoner Hall).

A request for the housing/meal plan must be accompanied by a non-refundable $50.00 deposit. The housing deposit (and supplemental charge of $105 if taking a single occupancy room) may be included with your tuition deposit of $100. (N.B. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 11.)

If you are a student with a disability requiring special housing arrangements, please attach a doctor's note to this form.

The school is charged by the University for the numbers of students who sign up for the housing/meal plan through this reservation form. Notice of cancellation of the housing/meal plan must be received in writing three weeks prior to the school; otherwise, the student will be charged the full amount for the housing/meal plan.

Indicate your housing preference by checking off one of the following:

Name of Applicant

☐ No, I do not want the housing/meal plan. (I will not reside on campus.)

☐ Yes, I want the housing/meal plan; my preference is checked off below:

Option 1. Double occupancy a/c room (Stoner Hall w/private bath).

Option 2. Double occupancy a/c apartment (University Center – private bedroom w/shared bath).

Option 3. Single occupancy a/c room (Stoner Hall w/private bath). (If Option 3 is chosen, the supplemental charge of $105.00 must be included with the $50.00 housing deposit.)

Deposit Note: A minimum non-refundable housing deposit of $50.00 must be included with this housing reservation form; this deposit will be applied toward the total housing/meal plan cost.

☐ I am enclosing my check/money order in the amount of $____________ (drawn on a U.S. bank).

☐ I authorize you to charge my MasterCard/Visa in the amount of $____________ for the housing/meal plan.

A/C Number_____________________________ Expiration Date_____________________________

Signature_______________________________ Date_______________________________

August 1 – August 6, 2004

School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The School of Alcohol and Drug Studies was founded at Yale University in 1949 as the Summer School of Alcohol Studies and moved to Rutgers University in 1965. E.M. Jellinek, Sc.D., was the school's first director. Howard W. Haggard wrote that the school was undertaken "as an experiment in social education" to make the findings of scientific research applicable to the actual problems of alcoholics in the community. The first school had its main course of study physiological aspects, alcohol and traffic, personality and constitution, statistics, social measures, legislative control, prevention of alcoholism and treatment of alcoholism. The 2004 School of Alcohol and Drug Studies will use the sixty-second annual session. The director of the school is Gail Gleeson Milgram, Ed.D.

Over the years, students have attended the school from each of the fifty states, the Canadian provinces, and forty other countries. They include men and women who have played pioneering roles in the establishment of programs of treatment, education, and research with the sponsorship of the Center of Alcohol Studies, Marty Mann, a student in 1944, founded the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism and Drug Dependence. The Reverend David M. Yule, William Sheard, and Wayne Womack, with the help of Ethel Henderson, founded the North Conway Institute in 1961. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Problems Association. Other groups to originate at the School are the National Black Alcoholism Council, Inc., and the National Association of Lesbian and Gay Alcoholism Professionals, Inc. Today, the alumni are found in large numbers on the staffs of most government and voluntary agencies concerned with alcohol and drug problems.

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

The emphasis in the school's present curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features general lectures and special interest seminars to support and supplement the course work.

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. 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 ISADs 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:

Tuition $705.00
Room/Meal Plan $445.00
Total $1,150.00

For students staying on campus, three housing options are available on a first come, first served basis. Option 1: an air-conditioned double occupancy room with private bath (Stoner Hall); Option 2: an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center); Option 3: an air-conditioned single occupancy room with private bath (Stoner Hall). There is a supplemental housing charge of $105.00 for Option 3 (single occupancy, Stoner Hall). University dormitories are non-smoking, including individual rooms; linens, towels, and maid service are provided with each housing option. A housing reservation request must be accompanied by a non-refundable $50.00 deposit (see back of application form). Each housing option includes a meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unregistered individuals.

A non-refundable tuition 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 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 total. All applications for one or both schools must be received by 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.
School of Alcohol and Drug Studies

August 1 – August 6, 2006

ticipate in the 4.5 CEU (45-hour) program (e.g., three courses, lec-
tures/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. Certification will be awarded for one
course and 2.4 CEUs (24 hours) will be awarded for two
courses. The cost for one course is $300.00; two courses are $575.00.
(Reasonable accommodations are not available to students taking this
taking this option.)

APPLICATION DEADLINE
AND DEPOSIT

Applications will be accepted until July 15, 2004. However, early
application is advised to ensure course selection. A non-refund-
able 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 center of this catalog, must be completed and sent to:
Johanna Collins, SADS Program Assistant
Center for Alcohol Studies
Rutgers, The State University of New Jersey
607 Allston Road
Piscataway, New Jersey 08854-8001
Telephone: (732) 445-4317
FAX: (732) 445-5850
E-mail: collin@fcl.rutgers.edu

SCHOLARSHIPS

The School has no scholarship funds of its own. However, it does
assist in the administration of the following scholarships: (1) full
scholarships through the Alumni Association that cover tuition and
the room/board plan, but not travel; (2) full medical student fellow-
ships through the Scaife Family Foundation that cover tuition, the
room/board plan, and a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course 10-12:15 p.m., and 1:45-3:45 p.m. designed specifically for medical students, and one other course of their choosing in the remaining 8:00 a.m. time slot.

Each applicant must be attending a medical school in the United States and must send the following information: (1) a completed SADS application form; and (2) a letter of recommendation from the Alcohol and Drug Studies; however, scholarship application
form can be made to only one of the schools in a given year.

Note: It is not necessary to send in the $100 non-refundable de-
posit with a scholarship application.

Alumni Scholarships

Alumni scholarships are supported by the Alumni Association of
Alcohol and Drug Studies, each full scholarship covers tuition and
the room/board plan. Scholarship applications must be received by the end of the business day on May 13, 2004. Each applicant must send the following information: (1) a completed SADS gen-
eral 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) candi-
dates 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 (undergraduate) scholarship in the past five years cannot apply.
The requirements listed below must be fulfilled for the packet to be reviewed by the Alumni Association Scholarship Committee.
The letter of recommendation should describe how the person meets
these scholarship requirements. Candidates must:

- Be certified as an alcoholism and/or drug 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 with family and children of an alcoholic; patients who are
misusing alcohol and/or other drugs; gay/lesbian patients; and/or the
disabled.
- Be actively involved with community groups, local industry, school
volunteer programs. Volunteer involvement should be described in detail.

- Explain the financial reason for requesting scholarship aid. Ap-
plicants will be required to sign a form verifying that their annual
college cost is less than $50,000 per year.

Scaife Medical Student Fellowships

Medical student fellowships are funded by the Scaife Family Foun-
dation. Each fellowship covers tuition and the room/board plan, with a stipend to assist with travel and miscellaneous expenses. Fellowship recipients are required to take the four-hour per day course 10-12:15 p.m., and 1:45-3:45 p.m. designed specifically for medical students, and one other course of their choosing in the remaining 8:00 a.m. time slot.

Each applicant must be attending a medical school in the United States and must send the following information: (1) a completed SADS application form (found at the end of the SADS sec-
tion); 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 atten-
dance 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 where he/she can be reached cur-
tently and after the end of the semester. Fellowship applications
must be received no later than June 17, 2004; however, fellow-
ships will be awarded to applicants who meet the criteria on an
application date received by the program.

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

Funding support from the New Jersey Department of Health, Divi-
sion of Addiction Services enables the school to offer tuition sup-
port 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 enrolled in AFDC prevention or
treatment services in New Jersey. (Volunteer members of alliances are eligible.)

- Application should be planning to pursue certification in the treat-
ment 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 his/her interest in being considered for tuition support; (2) certify that he/she meets the above criteria, and (3) indicate how the education will benefit the applicant's work. A completed SADS general application form (found at the back of the SADS section) must also be submitted.

Please note that in order to be reviewed, the request for tuition support together with the application must be received by the Edu-
cation and Training Division of the Center of Alcohol Studies be-
fore or on June 17, 2004 by the end of the business day. Since the number of tuition awards to qualified individuals is limited, it is
recommended that interested applicants apply as soon as pos-
ible.

CERTIFICATE

A certificate of attendance will be awarded to each student who successfully completes the school. Rutgers University has granted 4.5 Continuing Education Units (CEUs) for this program. The 4.5 CEUs (equivalent to 45 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states. The Center of Alcohol Studies program meets the continuing education requirements for renewal of the New Jersey social work license/certification.

The School of Alcohol and Drug Studies has been approved by the National Association of Alcoholism and Drug Abuse Counselors for 45 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 meet-
gings, 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**
4:30 – 5:00 p.m. Special Interest Seminars
5:15 – 6:00 p.m. Yoga Class Instructed by Kathryn
Bednar
7:30 – 8:30 p.m. General Lecture*
8:30 p.m. Facilities are available for group meet-
gings, 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
8:00 – 10:00 a.m. Classess**
12:15 p.m. Awarding of Certificates

Diploma
No: (1) "Instructed instructors include Mark Gold, M.D.,
Thomas Legere, Ph.D., and Earnie Larsen, M.R.E., M.A.; (2)
"In addition to the ten hours spent in class, instructors will assign two
twelve hours of outside work (e.g., journal, group, etc.) to equal twelve
hours per course; (3) the lecture/seminar schedule will be distrib-
uted during Sunday registration; and (4) "Fridays classes conclude
at 12:15 p.m.; certifies will be awarded immediately following
classes.

"An excellent opportunity for training providers to net-
work, learn new skills and renew their commitment to the treat-
ment process."

22
23
Drug dependence will be viewed as a biopsychosocial illness as being a continuum. Outcome will include the client’s perspectives with emphasis placed on the stages of change model and client empowerment. A major focus will be on developing treatment plans that address personal, social, and community influences throughout the treatment experience. Further, the course will review the value of outcome data in relation to treatment planning.

This course offers opportunities for new and experienced counselors to work more effectively in a managed-care setting and provide more effective treatment by attending to individual client needs across the treatment continuum.

LONGING AND BELONGING: APPLICATIONS OF ATTACHMENT THEORY IN TREATMENT

INSTRUCTOR: Bruce Caruth

Using contemporary attachment theory as a frame of reference, this course examines the difficulties experienced by many recovering chemically dependent people in finding meaning and satisfaction in experiences of connecting and feeling secure in relationships. The course builds skills in therapeutic work with individuals and couples exploring issues of connection, attachment, belonging and love. A primary focus is in understanding the relinquishment of one’s attachment and exploring the ways in which addiction is exacerbated by addiction and then inhibits full and meaningful participation in Twelve Step programs, psychotherapy and other healing resources. Without intervention, these failures lead to further inhibition in exposing and sharing self in intimate relationships.

The treatment approach advocated in this course is the leader’s synthesis of psychodynamic, psychodevelopmental and humanistic theory and practice integrated with contemporary attachment theory. Applications of individual, couple and group therapy to assist people to develop more meaningful and productive attachment patterns. Learning methodology in the course emphasizes experiential learning. Self-exploration and participation in the group process of the attachment thesis of self, objects, and the individualized treatment plan. Treatment with each individual or couple is based on a collaborative contract that allows the leader师父.amount of time and space to work around issues, group issues, and behavioral components of addiction will be examined. Specific treatment approaches will be reviewed including medical treatments (detoxification, chemotherapy), psychological treatments (behavior modification, assertiveness training, relapse and stress management techniques, psychoanalysis), social treatments (marital, family, halfway house programs), and role modeling (12-step programs, spiritual counseling).

IMPaCt of Alcohol and Drug Abuse Addiction: P205 on Family, Childcare Systems

INSTRUCTOR: Alan Mielko

This course is intended to provide in-depth information on the impact of substance abuse problems on families, schools, communities, businesses and other systems. It will provide information on the impact of individual, familial and societal factors as it relates to substance abuse and will provide information on the adaptive roles that individuals develop in response to dysfunction in the family or other systems. The course will also address the limits and boundaries concerning how to appropriately identify and assist the “at risk” individual or system.
88 The Practice of Rational Emotive Therapy (RET) in Relapse Prevention

Instructor: Edward McDonnell

The purpose of this course is to discuss how Rational Emotive Therapy (RET) can offer useful perspectives and effective tools to prevent relapse for addicts in early recovery. The course will explore the core concepts of RET 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 RET will be illustrated and the focus will be on using innovative concepts on themselves and classmates.

89 The Dually Diagnosed Patient: Identification and Treatment

Instructor: David Lullo

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.

90 Adolescence and Identity

Instructor: Madeline Current

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 embarrassing, too complicated, too risky or too vulnerable. As a result, teens are growing increasingly violent, sexualized and materialistic. But, as we know, alcohol and drug use do not protect or distance, even for a short time, without exacting its toll. Alcohol and drug use are implicated in teen suicides, homicides, pregnancies, sexually transmitted diseases and eating disorders. This course will focus on three major tasks of adolescence: the ability to integrate body image and personality, the establishment of group and individual relationships, and the achievement of emotional maturity. Particular attention will be paid to early indicators that an adolescent is alienated from these developmental tasks and at high risk for addiction and catastrophe. A variety of institutional and individual/clinical interventions will be suggested.

91 The Impact of Parenting on Onset, Treatment, and Recovery for Adolescents

Instructor: David Rosenker

This course will provide an overview of current national, regional, and local trends of adolescent substance abuse through the lens of a generational model. In addition, this course will provide the student with an overview of currently used and outdated parenting practices that have the least amount of support in terms of chemical dependency treatment. A review of risk and protective factors will also be discussed.

92 Recovery and Success in the Material World: Counseling the Executive and Achievement-Driven Client

Instructor: Marshall E. Levine

Economic success driven people, often in the role of business executives, frequently develop chemical dependency problems as they try to cope with the stress, loneliness, uncertainty, etc., that is part of their perceived role. Their belief system about what led to their success can impede their road to recovery as much as their need to keep their problem a secret. This course will examine the definition of success and the perception of what leads to material success in both the world of business and in the recovery community. We will examine how to establish a working relation with the achievement-driven client so that they can adopt spiritual principles while minimizing fear of tellum and loss issues. This is an undererved population in spite of their large economic resources. We will also examine means to access this population that traditionally avoids treatment or is turned off by psychonauts who are generally unfamiliar with the treatment of addictive disorders.

93 Twelve-Step Spirituality

Instructor: Thomas E. Lagere

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 is 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 class studies.

94 Approaches to Keeping Prevention Evaluation

Practical, Useful, and Off the Bookshelf

Instructor: Thomas Griffin

This course will focus on how to improve prevention programming by helping students design and plan prevention programs. This course is designed for individuals with little or no training in evaluation. Appropriate participants are program directors and managers, 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 asked by using an evaluation program evaluation; and (2) evaluate programs. In addition, this course teaches the different methods of evaluating programs. The focus of this course will be to explore self-evaluation and evaluation techniques and styles. Each class will consist of presentation, discussions, review of relevant materials, practice in developing evaluation plans, and case studies.

95 Professional Ethics

Instructor: James F. Ennemer

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 field. The course examines the themes that underlie decision making in an organization. It is particularly helpful for the clinician who is in a supervisory position and is responsible for providing service and direction for that organization. Participants gain 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 relating to operating by a defenestrated Code of Ethics and Standards of Behavior.

The following topics are also 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

10:15 A.M. - 1:25 P.M. (877, 78, 79, 80, 96-115)

Please note: Three class sessions per day are required for #77 Criminal Justice Certificate Program and #78 Certificated Clinical Supervisor Program. Two class sessions per day are required for #79 The Seven Criteria of Emotional Health, #80 The Integration of Psychodrama, Scoping, and Cognitive Approaches in Treatment Addiction, and #81 The Diagnosis and Treatment of Chemical Dependency Disorders.

80, 81, 87, 77, 78, 96, 98, 99, 97

Instructors: Ellen Egan and Carolyn Hodge

See 8:00 A.M. for course description.

77 Criminal Justice Certificate Program

(9:00, 10:15 and 11:45 sessions required.)

Instructors: Ellen Egan and Carolyn Hodge

See 8:00 A.M. for course description.

78 Certified Clinical Supervisor Program

(9:00, 10:15 and 1:45 sessions required.)

Instructor: Jodi M. Schibli

See 8:00 A.M. for course description.

79 The Seven Criteria of Emotional Health

(Both 8:00 and 10:15 sessions required)

Instructor: David A. Hall

See 8:00 A.M. for course description.
August 1 – August 6, 2004
School of Alcohol and Drug Studies

80 The Integration of Psychodrama, Sculpting, and Cognitive Approaches in Treating Addiction
(Both 8:00 to 10:15 sessions required)
Instructor: Claudia A. Blackburn
See 8:00 A.M. for course description.

86 The Diagnosis and Treatment of Chemical Dependency Disorders
(Both 10:16 to 1:45 sessions required)
Instructor: Mark C. Wollen
This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide an opportunity to acquire some basic knowledge of and develop skills in the diagnosis, treatment and rehabilitation of patients with chemical dependency disorders. The first part of the course will be used for teaching chemical dependency with a review of diagnostic evaluation procedures and treatment components. Videotaped case histories will exemplify these topics. The last part of the course will focus on physician intervention techniques along with a review of physician and medical student impairment as a result of chemical dependency disorders.

97 A Drug Primer – Or What was the Real Story of Snow White and the 7 Dwarfs
Instructor: Steven Kipnis
This course will refresh the memory or teach new insights regarding the different classes of addictive substances, i.e. alcohol/substance abusers and drug addicts, withdrawal syndromes and the medical treatment will be discussed.

98 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 inherited traits. The differences between genotype and phenotype will be discussed. The introduction to the relationship between genetics and phenotype in populations will be provided. Specific examples of inherited susceptibility 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 on investigating the role of genetic makeup in the intoxication of alcoholism within a population. The course will also discuss theories on how genetic makeup can influence alcohol pharmacology.

102 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 that occur with substance dependence and abuse. Various terms for the dually diagnosed such as SADMI, MAI, and DDI will be defined. A thorough Mental Status Exam will be analyzed. Assessment instruments and assessment formats will be presented. Medication management and case management formats will be reviewed. Case histories for adolescents and adults will be explored with a view toward utilization of appropriate treatment planning and counseling modalities. A biopsychosocial approach to an integrated treatment model with a multidisciplinary team will be modeled. This course will employ lectures, discussions and case participation.

103 Group Therapy
Instructor: Dan L. Mayer
This highly interactive course will focus on basic skill development. Participants will experiment with user-friendly, supportive group modalities and will learn basic concepts. The class will consider the relative merits and risks of a problem focused and a solution focused, and the possibilities for a Balanced focus. Teaching methods will include: lecture, discussion, video, and didactic small group role exercises.

104 Post-Traumatic Stress Disorder and Addiction
Instructor: Madeline Curren
Post-Traumatic Stress Disorder (PTSD) develops in response to severe trauma situations in which one is rendered powerless and where great danger is involved. Many who suffer from PTSD begin using substances (alcohol, drugs) 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 the relationship between trauma and emaciated 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 interaction between dissociation and denial, the levels of victimization, the need to avoid revictimization, and the importance of empowerment. Lectures, discussions, small-group process and guided meditation will be used.

105 Anger and Addiction
Instructor: Ronald Pater-Blain
Angry and aggressive behaviors are often associated with immediate states of intoxication. However, in addition, chronic anger is closely linked with addiction, as two to three times more likely than for the general population, past significant anger problems as compared with the general population. Participants in this class will review these connections as well as gain knowledge of a wide range of intervention techniques to use with this population.

106 Exploiting Addiction Treatment and Personality Disorders
Instructor: Diana Rufo
An in-depth look at personality disorders will be presented. Developmental issues of the addict will be examined. Issues that arise when working with addicts 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 dependence is impeded by characterologic pathology. Discussions of countertransference and supervision will be held. Exploring reissues as a manifestation of acting out will be discussed. This course is didactic and experiential.

107 Antisocial Personality: Approaches to Treatment
Instructor: Bruce Cunningham
People on the antisocial continuum of personality organization have been viewed as uncooperative as clients and resistant to traditional psychotherapeutic and addictions recovery efforts. This course offers a new paradigm for treatment based on the specific needs and world view of the antisocial person. Emphasis is on treating higher functioning antisocials who often are misdiagnosed in addiction, mental health and criminal justice settings. Four phases of out-patient treatment are described and specific interventions for each phase are presented. While recognizing the universal aspects of all antisocial individuals, treatment of personality addiction treatment needs of three specific subgroups are described. These groups are amoral people, impulsive disorders antisocials and antisocial sadists. Specific protocols for behaviorally based treatment are discussed. The importance of unified treatment and administration team committed to the treatment goals agreed to by the team and client is emphasized. Transference and treatment team countertransference are a primary consideration throughout the course.

Common coexisting conditions: chemical dependency and substance abuse, depression, narcissism, paranoid and character disorders and trauma syndromes are discussed, particularly as they relate to treatment planning. Special attention is given to the depersonalization that changes when the antisocial person "world's view" begins to crumble.

108 Dialectical Behavior Therapy: New Hope for Borderline Personality Disorder
Instructor: Donald A. Linehan
Borderline personality disorder (BPD) has been associated with negative outcomes in the treatment of substance dependence. Follow-up studies consistently indicate that BPD is a chronic condition associated with recurrent episodes of self-injurious behavior. Dialectical Behavioral Therapy (DBT), developed by Marsha Linehan at the University of Washington, represents real hope for patients, families, and those who treat them. DBT is a cognitive-behavioral treatment model developed specifically for persons who have difficulty controlling emotions and behaviors; it has been shown to be effective with borderline personality disorder (BPD) clients.
How to Use the Big Book (Alcoholics Anonymous) C020

In Your Treatment Program C040

Instructor: Freedom House Executive Staff

This course is designed for professionals who want to learn about the basic text of Alcoholics Anonymous. It shows 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 participants’ respective treatment programs.

Finding the Spirit in the Body-Mind-Spirit C065

Analyzing the ICAO’s Reporting Program C065

Instructor: Kathryn Bedier

Counselors: are you feeling stressed, burned out? Are you concerned that you may be becoming less effective in your work as healers? Feeling helpless and out of balance? It becomes difficult work with clients on issues of spirituality when we are in need of self-renewal.

This course offers a variety of experiences toward the development of skills for remaining calm, focused and in touch with the spirit. We will begin with an on-site exploration of the eastern pathways of Hatha, Rajay and Yoga, work on the development of a personal style of meditation, learn a passage from the Bhagavad Gita, and enjoy various experiential exercises for getting back in touch with the spirit. Information to increase the understanding of the workshop, as forms of healing will be provided.

Using Risk and Protective Factors in Prevention C020

Instructor: Fran Meciek

This course will explore risk and protective factors and how they can be used to develop prevention strategies.

Leaving the ICAO’s Internal Control C020

Instructor: Edward McDonnell

This course will focus on the role of practice skills in the context of auditing recovery through the use of specific tools for expanding the participants’ skills in those areas. The course will provide insight into the nature of addiction and the skills necessary to leave the internal control system. The course will be designed for participants with experience in working in the field of addiction and those who wish to gain insight into the process of addiction.

August 1 – August 6, 2004

Stress and Addiction: A Lethal Partnership C020

Instructor: Robert J. Lynn

This course will examine the major issues that are associated with stress and burnout in the addiction field. Burnout can occur in many occupations; however, substance abuse professionals are a highly susceptible group. Stress management often shares a similar underlying pathology and in combination can have a devastating effect on both client and counselor. In this course, stress and intervention strategies will be explored in relation to counseling theory, treatment design, program management, and from an individual perspective. Interventions will be discussed on both the individual and organizational level. Acknowledging that stress and burnout are natural phenomena in substance abuse counseling, the participant will develop a plan for identification, treatment and continued recovery. The participant will also be challenged to examine this broader context of his/her life and that of the client in understanding interventions (i.e., not only the job but what the job brings to the job). Techniques for dealing with stress and burnout will be demonstrated such as biofeedback, relaxation exercises, problem solving and intervention strategies.

Substance Abuse Literacy: Pharmacology of the Bipolar/Depression Disease Model C075

Instructor: Edward J. Flynn

This course will focus on the pharmacology of street drugs and its relationship to the bipolar/depression disease process. The course will analyze the biological aspects, the psychological aspects and the commonalities of both the disease model, the effect of drugs on each of these aspects will be presented in terms of symptoms, causes and cures. The goal of the course is to develop the idea of substance abuse literacy as a fundamental and critical component of treatment. This course will be presented to professionals in the field and will be aimed at those who work with the substance abuse population.

Nicotine: The Ultimate Drug C040

Instructor: Marshall E. Levine

The instructor has co-authored this description to highlight the fact that this is not a typical substance abuse course. The instructor has a background in psychology and has studied the effects of nicotine and tobacco on health and well-being. He is a leader in the field of tobacco control and has published extensively on the topic of smoking and health. He is a recipient of numerous awards and has been recognized for his contributions to the field. He is currently a professor at Harvard Medical School and has been a visiting scholar at several universities.

The Diagnosis and Treatment of Chemical Dependency C040

Instructor: Mark C. Walton

This course will continue on assessment skills and their relationship to the core function areas of screening, intake, diagnosis and treatment planning. It will be developed based 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 also focus on the importance of the CACO certification process and oral/written examination.

School of Alcohol and Drug Studies

What the Warning Labels Never Told You C040

Instructor: Steven Kipnis

This course will introduce the participant to the world of medical counterfeits in the 21st century. From head to toe, diseases will be seen in action and discussed including the number one cause of death and drug abuse. The course will also cover the current legal requirements and restrictions on the use of medications and drug users (Hepatitis C). New “addiction medications” used to treat our patients will also be included.

Narcotic Addiction: Physiology of the Brain C010

Instructor: Mark C. Walton

This course will focus on the role of practice skills in the context of aud
120 Treatment Planning
Instructor: Phyllis Reilly
TREATMENT PLANNING is a strong assessment tool that is utilized in a client-centered approach to identify and address problems in each biopsychosocial dimension. In short, the formulation is a narrative synopsis of the client’s functioning then ends and begins to look good formulation is an integrative snapshot of the client that lays the groundwork for the treatment plan. Clients will learn to write cogent, effective formulations; write realistic treatment goals (initial and stretched) with clear input and learn to interpret the data to recommend the level of care. Targeted treatment plan in treatment will be outlined. Participants will review the steps to and have hands-on experience in writing problems, goals and objectives. Cases histories and treatment planning instruments such as the LCOG-2, RAITE-CWP and RAITE-QI will form the basis for developing treatment plans and deciding placements. Lectures, discussions, and class participation will be utilized.

121 The Principles of Narrative Therapy and In Addiction Counseling
Instructor: Patricia A. Burke
Narrative therapy is an approach to counseling that places people in the center of the therapeutic relationship as the experts in their own lives. Some of its underlying assumptions are that problems are separate from people and that people have many skills, competencies, resources, commitments, and abilities that help them reduce the influence of problems in their lives. Elisabeth is placed upon the meaning people make of their stories, and how, in collaboration with a counselor or therapist, people can re-story their lives. This course will explore the narrative metaphor in relation to addiction and build a framework for helping people expand meaning and resilience to help them overcome recovery. Learning objectives include experiential learning processes such as role-play, clinical demonstrations, and discussions.

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

122 Acute and Post-Traumatic Stress Disorders: The Co-Morbid Relationship between Trauma and Addiction
Instructor: Claude A. Blackburn
Addicted individuals often use alcohol and other drugs to self-medicate the physical and emotional ramifications of traumatic stress. At other times, alcohol, drugs and compulsive behaviors can play a significant role in the occurrence of trauma among the addicted. More than ever, there is a growing body of empirical data supporting the co-morbid relationship between traumatic stress 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 for the client.

The central theme of this course is the role of trauma in the intervention, treatment and relapse prevention strategies used in assisting the addicted individual. The key components of the vulnerability model can be explained through the use of trauma and addiction. The affective and cognitive stress sequence are discussed to highlight the implications of trauma in the treatment process. In order to assist the clients and their families in managing the impact of their traumatic stress throughout the recovery process, treatment guidelines and clinical considerations are presented using experiential, video demonstrations and case presentations.

123 Dealing Effectively With Mental Illness in Addictions Settings
Instructor: Kathryn Bedard
This course offers basic information for addictions clinicians who are beginning to see increasing numbers of individuals on their caseloads who have co-occurring mental illness. We will begin with the development of both disorders, and cut through the stigma and myths that surround the major mental disorders. Participants will explore how these disorders can be addressed simultaneously from engagement, throughout treatment and recovery.

Through the use of exercises and lively discussion there will be opportunity to explore the difficulty that we all have when encountering dual disorders. Participants are encouraged to keep in mind specific cases and issues to bring up in a problem-solving format.

124 Depression, Sadness and Addiction
Instructor: Patricia S. Pottier-Efron
Until fairly recently depression and bipolar disorders were the hidden secrets of many persons in recovery who had been told that they weren't working their programs if they were still depressed and/or manic. However, there is recognition that depression and bipolarity in addicted clients are very significant problems that both directly threaten a person's ability to maintain recovery and/or to be able to enjoy it. Unaddressed, depression and the related problems of sadness, melancholy, dysthymia and mania increase the likelihood for relapse. We will discuss a combination of both medical and non-medical approaches to the treatment of these concerns.

125 The Emotion/Addiction Connection: Theory and Practice
Instructor: Ronald Potter-Efron
Several issues will be addressed in this course regarding the essential relationships between emotions and addictions, including: (a) What are the core functions of emotion? (b) What emotional processes tend to drive people toward addictive behavior? (c) How can an emotional focus in counseling help clients develop and maintain their treatment objectives? (d) How do the techniques and analysis of the underlying issues behind gambling, sex and relationship addiction, and food disorders, differ from substance addiction? (e) How is the relationship between addictive processes and the emotions of anger, shame, guilt, fear and sadness/depression. (f) How can an emotion focus in counseling help clients develop and maintain their treatment objectives? (g) How do the techniques and analysis of the underlying issues behind gambling, sex and relationship addiction, and food disorders, differ from substance addiction?

126 Individual and Group Activities with Adolescents
Instructor: Madeline Curren
This course is designed for those who have knowledge of adolescent developmental issues. Working with adolescents can be demanding, challenging, heartbreaking and hilarious. The counselor needs 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.

127 The Power of Talk: Helping Clients Learn to Use Healthy Self Talk in Recovery
Instructor: Rutgers ADAP/SU/CH Staff
This course will examine the role of self talk and its powerful role in recovery. Too often will include interpersonal communication theory and practice, the role of language in communication, the healing power of healthy self talk, the tools that are needed to recognize and listen to self talk, an assessment of individuals' communication style, and hands-on experience in improving self talk. The course will utilize individual and group approaches, including tools that are a brief but thorough review of contemporary interpersonal communication theory and transactional models of communication will be used. Participants will be encouraged to listen to self talk, reflect on their self talk and to practice finding new and constructive ways of talking to themselves in order to accomplish the course goals.

128 Spirituality, Addiction, and Daemonic Engaging Higher Power in the Process of Recovery
Instructor: Thomas E. Legere
All addicts are looking for something. This course will examine the common patterns of the addict’s quest, and concentrate on the role of higher power in the process of recovery. At the end of this course, the participant will be able to: (1) identify the common denominator of the addict’s quest; (2) become familiar with the deeper psychological and spiritual issues of alcohol and drug abuse; and (3) be the experimenter and analyze the underlying issues behind gambling, sex and relationship addiction, and food disorders.

129 Counseling the Professional Client
Instructor: William J. Karp
Addiction and related problems affect all members of society, including psychologists, physicians, attorneys, doctors, social workers and nurses. These chemically dependent professionals face unique barriers compared to their counterparts in the non-professional world. This course will focus upon issues related to the family and social work models. Addict professionals often have barriers that are idiosyncratic to their profession and unique to the work environment. The focus of this course will be upon the specific nature and characteristics of professionals and the nature of the work setting. The course will provide participants with specific information and guidelines for working with these difficult clients.

130 Family Therapy for Addiction Counselors
Instructor: Robert L. Lynn
In this course the addiction counselor will learn how to apply family therapy techniques to a variety of treatment of families. The focus of the course will be to instruct counselors in methods that empower families to provide the healing setting for addressing issues of both the addicted person and the affected family. Particular attention will be paid to addicted persons and cultural issues.

It is the goal of the instructor to bridge the gap between theory and practice and to help clarify the unique nature of the client and the family system. Appropriate intervention techniques will be discussed and demonstrated that guide families in reaching new and more productive levels of functioning.

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

This course will offer development and an overview of the major schools of thought that are defining emerging models of relapse, relapse, recovery and mental health. Emphasis will be placed on problem-focused relapse prevention models and solution-focused models, and on possible ways to integrate these two perspectives. Some emphasis will be placed on working with the client’s family and larger social system.

Teaching methods will include the use of participatory lecture, case presentation, didactic and small group exercises, group discussions and assigned readings.
132 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) identity 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.

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

Instructor: Rutgers ADAP/CCH Staff

The course is designed to provide participants with a basic understanding of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed 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 the areas of substance-free living arrangements on campus, partial-residential and student assistance approaches to intervention and the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.

134 Raising Funds and Friends

Instructor: Freedom House Executive Staff

If you are tired of those old, tried and true fundraisers that sometimes raise more problems than funds, this course is for you. This course will show you how to create a public relations plan that will raise new trends for your agency. This course will also show you how to use these new trends to create outstanding fundraising events. Finally, this course will show you how to use these events to recruit and attract dedicated board members and donors.

N.J. Department of Health and Senior Services, Div. of Addiction Services, tuition support recipients (SADS '03); Fran Micali (front row, left)

Scale medical student fellows (SADS '03) and their instructor, Dr. Mark Weiten (back row, right)

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

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"Participating in the school and staying on campus helped me to review and renew my personal and professional life because of the camaraderie between students, faculty and staff in a relaxed atmosphere of respect, encouragement and challenge."

Class of 2003 • Institute of Alcohol and Drug Studies

Class of 2003 • School of Alcohol and Drug Studies
FACULTY

Administration

Executive Director: Gail Gleason Milgrim, Ed.D.

Program Assistants:
IADS/SADS – Johanna M. Collins
CPSG – Linda Simon
Johnson & Johnson School
Nurse Fellowship Program – Joseline Williamson

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 (925, 48, 75)

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; Owner/Operator, Spirit Winds Internal Arts, Trenton, New Jersey (924, 54, IADS Tai Chi Class, 112, 123, SADS Yoga Class)

Gregory A. Bincheit, M.S.W., C.S.W., C.A.S.A.C., Executive Director, Arms Across, Newark Gardens, New York (819, 41)

Claudia A. Blackburn, M.S.N., NIDA liaison, Institute for Research, Training, and Education in Addictions, Philadelphia, Pennsylvania (817, 47, 56, 80, 122)

Patricia A. Burko, M.S.W., L.C.S.W., B.C.C., C-CATODSW, Psychotherapist/Consultant, Private Practice, West Baldwin, Maine (98, 58, 110, 121)

Bruce Cannell, Ph.D., L.C.S.W., Private Practice, Laredo, Texas (84, 83, 107)

Center of Alcohol Studies Faculty: Thomas J. Morgan, Psy.D., Licensed Psychologist, Research Associate, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (912); and Larisa A. Pochesky, Ph.D., Professor, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (932)

J. Calvin Chollot, M.D., Associate Professor of Psychiatry and Pediatrics, University of Medicine and Dentistry, UMBHC, New Brunswick, New Jersey (90)

Madeline Curren, M.S.W., C.S.W., Consultant, Private Practice, Brooklyn, New York (905, 154, 128)

Raymond P. Dreitlein, Ph.D., C.A.D.C., Private Consultant in Addictions, Private Practice, Berkeley Heights, New Jersey (936, 69)

Ellen Egan, M.A., C.J.C., Office, Intensive Supervision, Montclair, New Jersey (921, 72, 77)


Edward J. Flynn, Ph.D., C.P.S., Associate Professor, Department of Pharmacology and Physiology, University of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark, New Jersey (966, 117)


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 (810, 45)

Thomas Griffin, Ph.D., M.S.W., Associate Director, Minnesota Institute of Public Health, Mounds View, Minnesota (894, 132)

Carolyn Hadge, M.A., C.A.D.C., C.C.C.S., Director, Need to Know Communications, Private Practice, Toms River, New Jersey (877, Johnson & Johnson School Nurse Fellowship Program Course)

David G. Hall, Ph.D., L.L.C., C.S.W., Personal Consultant, Private Practice, Plainfield, Michigan (85, 79)


William J. Kane, J.D., C.S.W., Director, New Jersey Lawyers Assistance Program, New Brunswick, New Jersey (#109, 129)

Steven Kipnis, M.D., F.A.C.P., F.A.S.A.M., Medical Director, New York State Office of Alcoholism and Substance Abuse Services, Orangeburg, New York (907, 118)

Kenneth L. Kirkland, M.B.A., C.A.C., Behavioral Healthcare Consultant, Kirkland Behavioral Healthcare Consultants, Yardley, Pennsylvania (413, 02)


Thomas E. Legros, Ph.D., C.A.S., Visiting Assistant Professor, Fordham University, New York (#22, 48, 93, 99, 128)

Marshall E. Levine, Ph.D., Chief Executive Director, SODAT, Woodbury, New Jersey (908, 119)

Robert I. Lynn, Ed.D., C.A.D.C., L.P.C., C.E.A.P., Clinical Director, NCAOC, Hamilton, New Jersey; Professor of Addiction Studies, Rutgers Dickinson University, Madison, New Jersey (#18, 90, 115, 130)


Sandra McIlrath, B.S., Certificate in Spiritual Direction, Robbinsdale, Minnesota (828, 60)

Fran Miceli, M.Ed., C.S.W., C.A.S., C.P.S., Director, Prevention Services, New Jersey Department of Health and Senior Services, Division of Addiction Services, Trenton, New Jersey (820, 49, 84, 113)

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

Don L. Moyer, M.S.W., L.I.C.S.W., Lead Counselor, Family Program, Hazelden, Center City, Minnesota (1003, 151)

Nikola Irish Moyer, M.A., L.A.D.C., L.P., Clinical Specialist, Hazelden Foundation, Center City, Minnesota (10, 35, 67)
2004 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the spring 2004 Continuing Professional Education Seminars follow:

**Family Abuse**
- Instructor: John K. Kriger, M.S.M.
- Date: January 15, 2004

**Promoting Behavioral Change with an At-Risk Population**
- Instructor: Fran Mocelli, M.Ed.
- Date: February 22, 2004

**Treatment Approaches with Children, Adult Children and Spouses of Alcoholics**
- Instructor: Melvin Sandler, M.S.W.
- Date: January 29, 2004

**Stress and Chemical Dependency: A Lethal Partnership**
- Instructor: Robert I. Lynn, Ed.D.
- Date: February 5, 2004

**Application of the ASAM Patient Placement Criteria**
- Instructor: Robert I. Lynn, Ed.D.
- Date: February 12, 2004

**Conflict Resolution/Mediation—A Prevention/Intervention Tool for Anger Management**
- Instructor: Connie Greene, M.A.
- Date: February 19, 2004

**The Power of Talk: Helping Clients Learn to Use Healthy Self-Talk in Recovery**
- Instructor: Linda C. Leedom, Ph.D.
- Date: February 26, 2004

**Legal Issues Surrounding Alcohol and Drug Treatment and Penalties**
- Instructor: William J. Kaine, J.D.
- Date: March 4, 2004

**Addiction Recovery**
- Instructor: Frederick T. Rehli, M.A.
- Date: March 9, 2004

**The Dually Diagnosed Patient: Identification and Treatment**
- Instructor: Mark Witten, M.D.
- Date: March 11, 2004

**Ethical Standards**
- Instructor: Richard Talty, M.A.
- Date: March 16, 2004

**The Substance Abuse Client and Foster Care Issues**
- Instructor: Patricia A. Rehli, M.F.A.
- Date: March 18, 2004

**Screening, Intake, Orientation and Assessment as a Counseling Technique**
- Instructor: Edward McDonnell, M.S.
- Date: March 25, 2004

**Addiction and Incest—Responsible, Simultaneous and Integrated Treatment**
- Instructor: Chelly Sterman, L.C.S.W.
- Date: April 1, 2004

**Dissociating Personality Disorders**
- Instructor: Diane Rullo, Ph.D.
- Date: April 8, 2004

**Substance Abuse Literacy: Pharmacology of the Biopsychosocial Disease Model**
- Instructor: Edward J. Flynn, Ph.D.
- Date: April 15, 2004

**Therapy: Trauma and Substance Use (Alcohol/Other Drugs)**
- Instructor: Eileen Isaaco, Ed.D.
- Date: April 22, 2004

In addition, the following 3-part seminar is being offered:

**Consultation**
- Instructor: John K. Kriger, M.S.M.
- Date: January 20, January 27, February 3, 2004

Each of the six-hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for 0.5 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professionals Certification Board of New Jersey, Inc. (APCBNJ). The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 607 Allison Road, Piscataway, New Jersey 08854-8001. (Telephone 732-445-4317; Fax 732-445-3503.)
Institute of Alcohol and Drug Studies
July 11–16

School of Alcohol and Drug Studies
August 1–6