Institute of Alcohol and Drug Studies
July 9–14

School of Alcohol and Drug Studies
July 30–August 4
2006 Schools of Alcohol and Drug Studies

CONTENTS

About the University and Center of Alcohol Studies ........................................ 1
Institute of Alcohol and Drug Studies (IADS) ........................................ 2-16
IADS General Application Form ...................................................... 17
IADS Housing/Meal Plan Reservation Form ......................................... 18
School of Alcohol and Drug Studies (SADS) ...................................... 19-33
SADS General Application Form ...................................................... 35
SADS Housing/Meal Plan Reservation Form ......................................... 36
Faculty ......................................................................................... 37-38

ABOUT THE UNIVERSITY

Rutgers, The State University of New Jersey, is one of the major state university systems in the nation. Originally chartered in 1766 as Queen's College, the name changed in 1825 to honor a former trustee, Colonel Henry Rutgers. The school became a land-grant college in 1864, and achieved university status in 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 Psychology and Biodynamics over sixty years ago and moved to Shillers Hall at Rutgers University in 1972. Today the Centers five areas of concentration include basic sciences, clinical research, education and training, information services, and prevention research.

ABOUT THE EDUCATION AND TRAINING DIVISION

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

The Institute has no scholarship funds of its own. However, it does accept funds in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the room/meal plan, but not travel; (2) full medical student fellowship through the Scalf Family Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; and (3) tuition waivers through the New Jersey Department of Human Services, Division of Addiction Services (that do not include the room/meal plan or travel).

Applicants can apply for one of the scholarships listed above. Please note: Alumni Association scholarships, Scalf Family student fellowships, and New Jersey Department of Human Services tuition support awards are also offered at the School of Alcohol and Drug Studies.

NOTE: It is not necessary to send in the $125 non-refundable deposit with a scholarship application.

Alumni Scholarships

Alumni scholarships are supported by the Alumni Association of Alcohol and Drug Studies; each full scholarship covers tuition and the room/meal plan. Scholarship applications must be received by the end of the business day on May 17, 2006. Each applicant must send the following information: (1) a completed IADS general application form (found at the end of the IADS section); (2) a letter from their employer stating that he/she is applying for an Alumni Scholarship and describing his/her background and work in the field of human services; (3) a completed recommendation that addresses the candidate's attributes and role in the field. Please note: (1) candidates who have not previously attended one of the Rutgers schools are not eligible to apply; and (4) drug studies will receive priority consideration by the Scholarship Committee; and (5) persons who have received an Alumni Scholarship in the past five years are not eligible to apply.

The requirements listed below must be followed for the packet to be reviewed by the Alumni Association Scholarship Committee. The following information must be submitted:

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

Explain the financial reason for requesting scholarship aid. Applicants will be required to sign a form verifying that their annual salary is less than $25,000.

Scalf Family Student Fellowships

Medical student fellowships are funded by the Scalf Family Foundation; each fellowship covers tuition and the room/meal plan, with a stipend to assist with travel and miscellaneous expenses. All five fellowship recipients are required to take the four-hour per day course (8:00 a.m.-12:15 p.m.) designed specifically for medical students, and one other course of their choosing in the remaining 1:30 p.m. time slot.
CERTIFICATE

A certificate of attendance will be awarded to each person who successfully completes the course. This has been granted by the 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/re-certification in most states. The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification.

The Institute 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 – 6:00 p.m. Registration/Sign-in (pre-registration required)
6:00 – 8:00 p.m. General Lecture*
7:00 – 7:30 p.m. General Lecture*
8:30 p.m. Dinner (meal plan begins)

Monday – Wednesday
6:00 – 10:00 p.m. General Lecture*
7:00 – 8:00 p.m. General Lecture*
8:30 p.m. Facilities are available for group meetings and seminars as students request for, example, the fellowship of A.A.

Thursday
6:00 – 10:00 p.m. Class**
7:00 – 8:00 p.m. Special Interest Seminars
8:30 p.m. Class**
9:00 – 10:00 p.m. Banquet Buffet

Friday
8:00 – 9:20 a.m. Class***
9:30 – 10:50 a.m. Class***
11:00 – 12:15 p.m. Class***
12:15 p.m. Awarding of Certificates

Please note: (1) invited lectures include Dr. Carlton Brockman, Ph.D., and William White, M.A.; (2) in addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (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.

"What an awesome experience! I have gained many skills to add to what I already use."

Scadult medical student fellows (ADS '05)

Institute of Alcohol and Drug Studies

July 9 – July 14, 2006

COURSES

Students are expected to register for three courses. The courses should cover the student’s special areas of interest and qualifications. The requirements for the courses and methods of evaluation are determined by the instructors.

Each course will meet for at least two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours, except for the following two and three session courses: 87 Clinical Supervision: Skills for the Future (three sessions per day), 82 Medical Aspects of Addiction (two sessions per day), 83 The Seven Criteria of Emotional Health (two sessions per day), 84 Building Positive Character Traits (two sessions per day), 86 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Amongst Dependent Clients (two sessions per day), and 89 Providing Quality Treatment in a Managed-Care Environment Using the New ASAM PPG-1R for Assessment, Treatment Planning, Placement and Documentation (two sessions per day). Each of the two sessions per day courses meet for four hours plus four hours of outside work for a total of twenty-four hours. Each of the three sessions per day course meets for six hours per day plus six hours of outside work for a total of thirty-six hours.

8:00 A.M. – 10:00 A.M. (I–III)

1 Clinical Supervision: Skills for the Future
   CC6
   (8:00, 10:15, and 1:15 sessions are required.)
   C507
   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 treating co-occurring disorders, working in an outcome-driven, managed care environment and the latest legal and ethical concerns. This course is recommended for present and future supervisors.

For those seeking credentialing as a clinical supervisor, this course meets the requirements for the International Certification and Reciprocity Consortium (ICRC), Clinical Supervision in Alcohol and Drug Abuse Counseling, the primary text used in the certification exam by ICRC, will be used in the class.

2 Medical Aspects of Addiction
   (Both 8:00 and 10:15 sessions required.)
   C102A
   C102B
   C102C
   C102D
   C403
   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 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

3 The Seven Criteria of Emotional Health
   (Both 8:00 and 10:15 sessions required.)
   C201A
   C201B
   C201C
   C201D
   C201E
   Instructor: David G. Hall

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

In this course, participants will learn several strategies and a variety of analogies to help clients understand and practice emotional maturity. There will be a strong emphasis on the role relationships play in the pursuit of emotional maturity.

The quality of authentic intimacy, the ability to collaborate and the capacity to experience commitment in a relationship will be explained and discussed. The dynamics of emotional maturity in the family will also be addressed.

In addition, the course will address self-management strategies for surviving and maintaining productivity in other relationships, such as business/autism, where there is a lack of emotional maturity.

4 Building Positive Character Traits
   (Both 8:00 and 10:15 sessions required.)
   C203
   C204
   C205
   C206
   C207
   Instructor: Bruce Ceruth

Integrity, competence, generosity, centereness, empathy, self-acceptance, and humility are some of the attributes that enhance functioning and well-being. This course explores how these attributes can be strengthened in our lives as well as the lives of our clients and how significant the events can impact on the development of these traits. Some of these significant life events include psychotherapy, important spiritual experiences, milestones in work, health and relationships, the experience of addiction and recovery, and simply the experience of being unconditionally accepted and regarded.

The conceptual framework for the course is drawn from psychodynamic and psychodevelopmental theory with methodologies derived from Ericksonian Therapy, Gestalt Therapy, Coaching, and the cognitive therapies.

Learning methods in the course include presentations by the instructor, demonstrations of therapeutic interventions, self-exploration by participants of the impact of significant life events on character development, small group process and assigned readings.
5
Understanding Addictive Thinking and Behavior (Why Do They Do That?)
C401
C402
Instructor: James F. Emmert
Individuals with co-occurring mental and emotional disorders and chemical abuse/dependency often present some interesting dynamics. This workshop will examine the commonalities and differences that often complicate the clinician’s journey into the mind of the addicted individual. Participants will learn to understand the emotional, behavioral, and cognitive factors that influence addictive tendencies and develop strategies for both recognizing and addressing these factors in their work.

6
Crisis Intervention with Children, Adult Children
C203 and Spouses of Alcoholics
Instructor: Malvin 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, and in the parenting role and during transitional periods. This workshop will focus on understanding their vulnerability to experiencing crises during some of these phases while being super performers in others. Emphasis will be placed on developmental tasks and needs (Erikson), defense structure and formation (psychodynamic understanding) and role formation (Sharon Wageschneider-Cruz, Claudia Stasz). Focus will be on using data collection for effective assessment, intervention, and rationale. Psychodynamic and cognitive behavioral approaches will be demonstrated. Participants will be expected to take part in experiential class assignments.

7
The Principles of Narrative Therapy in Addictions Counseling
C201A
C201B
Instructor: Patricia A. Burke
Narrative therapy is an approach to counseling that places people in the center of their own stories and empowers them to take control of their own lives. Some of its underlying assumptions are that problems are separate from people and that people have many skills, competencies, beliefs, values, connections, and abilities that help them reduce the influence of problems in their lives. Emphasis 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 workshop will explore the narrative metaphor in relation to addiction and build a framework for helping people expand meanings and find greater fulfillment in learning. Methods will include experiential learning processes such as role-play, clinical supervision, and group discussions.

8
Group Techniques for the Addicted Population
C205A
C205B
Instructor: Diane Rullo
This is an experimental workshop, which will increase one’s skill of working with the addicted population. Participants will participate in a group experience that will have a focus on role-playing and problem identification before learning specific techniques for interviewing with clients. This workshop is based on humanistic principles of intervention.

9
Motivational Counselling and Addiction
C201A
C201B
Instructor: Batte Ann Weinstein
This course is designed specifically for practitioners who work with clients prior to, or in the very early stage of, addictions treatment. The focus will be on helping drug and alcohol dependent clients to make meaningful change and increase their motivation for recovery using motivational interviewing techniques. Participants will be expected to participate in practical exercises and take part in group discussions.

10
Therapy Using Psychodynamic Approaches with
C204A
Substance Users: Alcohol and Other Drugs
C204B
Instructor: Eileen B. Isaacs
This course is an overview of psychodynamic approaches in brief therapy with alcohol and other drug dependent clients. Topics include: (1) overview of psychodynamic theories and their application to alcohol and drug addiction; (2) understanding the dynamics of alcohol/drug dependence within each analytic framework; (3) assessment of substance use and related problems; (4) motivation assessment for change; (5) analytic intervention strategies; and (6) use of the therapeutic relationship in helping to promote change.

11
Harm Reduction for Early Client Engagement
C204A
C204B
Instructor: Robert J. Lynn
This course will address the issues related to utilizing harm reduction methods for engaging with clients in a process leading to abstinence. Based on personal investigation in both the United States and the United Kingdom, this course will survey harm reduction from a historical perspective leading to modern day approaches. The emphasis will be on early client engagement in a process with the ultimate goal of abstinence. Major focus will be on maximizing the client where they present both psychologically and socially. This workshop will utilize didactic approaches, group exercises and class discussion.

12
Coping Skills Training for Substance Abuse Using a Time-Limited Model
C202
C203
Instructor: Thomas Morgan
This course will focus on how to use brief, cognitive-behavioral coping skills in counselling clients with alcohol and drug use problems. The course will cover: (1) coping with urges and cravings; (2) managing thoughts about alcohol/drug use; (3) using problem-solving techniques to prevent relapse; (4) drink and drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrational thoughts.

Another focus will be to integrate the use of traditional, disease model treatment concepts/processes with standard coping skills training. Participants will be given a compendium of selected readings that will be used in discussions. The course will use didactic presentation, group discussion and role-playing exercises.

13
Clinical Strategies: When and How to Use What
C202
In Recovery Counseling
C401
Instructor: Jack M. Schibik
We will examine, apply and practice fifty Clinical Strategies for engaging clients in recovery. For each strategy the theoretical source will be noted, the strategy will be examined in detail, and the strategy will be applied to real life material. Students will receive a complete packet of material, which can be easily used in most treatment programs. We will identify specific strategies for resistant clients as well as psychodynamically impaired clients. This course will be interactive and tied together by mini lectures.

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

15
Support Groups and Strategies for At-Risk Populations
C205A
C205B
Instructor: Connie Greene
This interactive and experimental course 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 groups and improving individual goals so that a paradigm shift and measurable change in behavior of group members will take place. This emphasis will also be on creating a supportive environment in the school or agency.

16
Relapse Prevention for Chemically Dependent Women
C404
Instructor: Claudia A. Blackburn
This course will specifically present and demonstrate relapse strategies for chemically dependent women. Although empirically-based gender-specific psycho-therapeutic 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 strategies that are likely to meet the unique needs of women in treatment. Along with didactic presentations, classroom demonstrations and experiential exercises will be incorporated.

17
Criminal Justice System and the MICA Client
C303A
C303B
Instructor: Gregory A. Birchett
This course will explore issues involved in the assessment and treatment of the MICA client involved in the criminal justice system. Through class discussion students will enhance their understanding of behavior and offer intervention strategies.

18
The DWI Client - Working with Resistance
C305B
Instructor: Fran Mccoll
This course will focus on utilizing key prevention and intervention strategies to motivate the DWI client to assess his/her relationship with alcohol and determine how to change or end the relationship. Program content will be used in group psycho-educational classes will be presented and explored.

19
A Cognitive Behavioral (CBT) Approach to Faith, Spirituality and Grace
C506
C506
Instructor: Calvin Chatos
This course provides participants with a cognitive-emotional-behavioral theory and structured experiential approach to a person-centered faith and spirituality. It will emphasize sharing, growth processes, personal growth, and professional growth in identifying participants’ limits in addressing issues with clients. A specific focus of spirituality and key experiences to facilitate will be to identify and empowered to provide openness to spirituality and the role of faith in the healing process. Strict confidentiality will be expected of participants. Participants and those persons who doubt or have difficulty understanding the role of spirituality in life are encouraged to attend.
20 Spirituality: The Golden Key to Recovery

Instructor: Thomas E. Legere

Unless a person has truly connected with the higher power, all changes in his/her life are cosmetic and temporary. But how does one go about doing this? In this course, we will survey all of the psycho-physical steps on the road to recovery. Using the insights of Carl Jung, Joseph Campbell, and the beat thinkers in that psycho-physical tradition, we will trace out—in a clear, simple, and understandable fashion—how a spiritual perspective can launch a person on the road to wisdom.

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

21 Spirituality: African Americans in Recovery

Instructor: Alvin G. Taylor

This course will focus on African American clients, their belief systems and cultural uniqueness when addressing spirituality in their recovery. It will be a look at the spiritual reality, and to assist clients in the 12-step recovery process. The course will focus on God (Higher Power), the individual and their perspective of the world. A reflective look at the individual's strengths, weaknesses, and relationships.

This course will address spiritual change (awakening) in the individual and the role of spirituality as a resource for the recovering individual. Through lectures, discussion, poetry and reflections, the course's objectives are informational, inspirational, and motivational to address the client's needs.

The course is designed to assist the clinician with individuals working with the 12-step program of recovery.

22 Individual and Group Activities with Adolescents

Instructor: James Wasson

This course is designed for those who have knowledge of adolescent development issues. Working with adolescents can be demanding, challenging, heartbreaking and hilarious. The counselor needs to have an understanding of adolescent iden---tification, the expression of individual and group skills, and a willingness to the adolescent voices. 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.

23 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 strategic planning process. Further, it requires a refined understanding of college student development tasks and strategies for addressing these in proactive meaningful ways. This course takes a close look at the nature and appropriateness of strategies 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 Promising Practices: Campus Alcohol Strategies project, which help campus leaders orchestrate action planning; (2) The insights from multiple research efforts, including the College Alcohol Survey (1997-2000) and the Drug and Alcohol Survey of Community Colleges (1991, 1996), the Monitoring the Future Study, and the Core Survey; and (3) The seven life health strategies merging from Challenge 2000.

Participants will arrive with a thoughtful understanding of today's college students and strategies meaningful 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.

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

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 chemically dependent clients. Each session is dedicated to specific CB treatment protocols and techniques that correspond to the presenting disorder. While providing an overview of different CB strategies and applications, 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 depressive episodes, as well as the spectrum of anxiety disorder syndromes, i.e., generalized anxiety, panic and agoraphobia, obsessive-compulsive, social anxiety, phobias, and post-traumatic stress. The range of strategies will include stress inoculation, cognitive restructuring, self-monitoring, and management, systematic desensitization, cognitive-narrative and processing, exposure, guided imagery, autogenic relaxation, and problem solving therapy.

25 Providing Quality Treatment in a Managed-Care Environment

Instructor: Robert L. Lynn

Using the newest version of the ASAM Criteria (2000), this course will describe systems for diagnostic and dimensional assessment leading to treatment planning and level of care placement for use in public, private and military programs. Recommendations will be made on how to determine the effectiveness of the criteria, and the relationship between the patient's need and the services offered. A conceptual model for treatment planning will be described, and the components of the criteria will be introduced. The interrelationship of treatment interventions will be described, and the relationship of the criteria to "stages of change." Using case studies and interactive exercises, participants will learn to use the ASAM Patient Placement Criteria, Second Edition, Revised, on the computer and describe how the computer can be used to manage the patient's care. The criteria will be introduced, and the components of the criteria will be described. The interrelationship of treatment interventions will be described, and the relationship of the criteria to "stages of change." Using case studies and interactive exercises, participants will learn to use the ASAM Patient Placement Criteria, Second Edition, Revised, on the computer and describe how the computer can be used to manage the patient's care. The criteria will be introduced, and the components of the criteria will be described. The interrelationship of treatment interventions will be described, and the relationship of the criteria to "stages of change."
July 9 – July 14, 2006

Institute of Alcohol and Drug Studies

26 Neurobiological Aspects of Alcohol
C403 C406

Instructor: Larissa Polenarek

This course will discuss the physiological effects of alcohol on the organism will be discussed. Topics will include the acute and chronic effects of alcohol on the brain, the heart, and the endocrine system. Biological mechanisms for tolerance and physical dependence will be discussed, as well as the irreversible biochemical effects of alcohol on the brain and biological relevant issues to risk factors and individual variability will also be included.

27 Trauma and Substance Use
C202 C205

Instructor: Eileen R. Issacson

This course is a framework for therapy with individuals who have been victims of trauma who have had substance use problems. Topics include: (1) relation between trauma and substance use; (2) differential treatment of traumatic and alcohol and other drug use; (3) working with addictions in primary and secondary treatment settings; and appropriate interventions for each of the family members.

28 Treatment Approaches with Children, Adult Children and Spouses of Alcoholics
C206

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 therapeutic interventions. Some of the areas explored will include codependence and other problems with relationships; anger management and the ability to be assertive; difficult patterns at school and work such as perfectionism, difficulty with transitions, relationships with authority figures, and acting out behaviors. It will incorporate techniques of listening and skillful codependent behaviors and put them into practice through role plays and group exercises designed to enhance the counselor's confidence and mastery of relational skills during the initial engagement phase of the therapeutic process. Learning methods will include experiential learning processes such as skill-building exercises, role play, clinical demonstrations, and group process.

29 Counseling Adolescent Alcoholics, Substance Abuse of Children and Children through Rational Emotive Therapy (RET)
C202 C203

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, release, children of alcoholics issues, low self-esteem, anger, anxiety and low frustration tolerance).

The course will present a detailed analysis of RET fundamental principles such as the ABC model of problem identification and resolution. The primary emphasis will be on specific techniques to be used with problems commonly occurring in childhood and adolescent 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.

30 Impact of Alcohol and Drug Abuse Addiction on Families: Why My Family?
C205

Instructor: Fran Mocil

This course will dissect the family dynamics, roles and belief systems that lead to addiction. It will impact on the family as a system and its individual members, with an emphasis on the problems and appropriate interventions for each of the family members.

31 Dual Diagnosis: The Drive for Integrity
C103 A C103 B

Instructor: Calvin Charlton

This course is a comprehensive introduction/review of dual diagnosis and its connections to both psychiatric and developmental disorders, including areas of assessment/diagnosis, a developmental biopsychosocial model of classification, DSM-IV, ICD-10, DSM-IV R, ICD-10, ICD-10 NOS, ASAM levels of care, psychopharmacotherapy, a 12-step transformational treatment approach and prevention. The emphasis in all areas will be on understanding and working within healthy 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.

32 Listening and Interviewing Skills for Addiction Counselors
C201 A

Instructor: Petrica A. Burke

This course will provide an opportunity for participants to build and enhance practice skills in the areas of listening and interviewing. We will investigate the concepts of listening and skillful interviewing and put them into practice through role plays, the development of role plays and group exercises designed to enhance the confidence and mastery of relational skills during the initial engagement phase of the therapeutic process. Learning methods will include experiential learning processes such as skill-building exercises, role play, clinical demonstrations, and group process.

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

33 Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors
C505 C506

Instructor: Bette Ann Weinstein

Mindfulness is considered the heart of Buddhist meditation, but its essence is universal and of practical benefit to all. "Take it a day at a time." "Live in the moment." "The past is a canceled check, the future a promissory note," etc., are common quotes heard at 12-step meetings. But how do we help our clients learn to live truly in today? Are we, as counselors, able to get in touch with our own core of mindfulness? People, especially those recovering from addictions and alcoholism who attend 12-step programs, are often only fully aware, at any given time, of what they are doing, the effects of their actions and, most importantly, what they are thinking and feeling. Clients in early recovery, especially those with a long history of numbing feelings and clouding thinking with chemicals or a history of parental discounting of feelings and thoughts, have little or no sense of what it means to experience the moment.

This course will teach participants how to "wake up" from robot-like thoughts, assumptions and responses, and become better able to help their recovering clients do the same. Through the use of meditation techniques, clients and counselors will become more in touch with themselves and others. Although a theoretical framework and discussions will be used, this course will contain predominately of exercises geared toward improving participants' awareness of themselves and their surroundings.

34 Cultivating Emotions in Recovery
C202 C203

Instructor: Jack Scholten

Emotion therapy is more than asking, "how do you feel". We will explore the emotions that cause distress in addicts who are in recovery. Using a holistic approach, the course will explore the relationship of emotions to recovery and the tools that are needed to make a successful recovery. The course will be fully interactive and tied together by mini lectures.

35 The Art and Psychology of Humor in Addiction Recovery
C205 C206

Instructor: Raymond P. Delaistin

Humor has been used as an effective tool for addiction treatment. At the National Institute on Alcohol Abuse and Alcoholism, they have found that in many cases, humor can help reduce the effects of stress. In the course, we will learn about the use of humor in addiction recovery and the role that it can play in the recovery process. We will also discuss the use of humor in addiction recovery in the context of the culture and identity of the course, and how it can be incorporated into the recovery process.

This course will be offered to anyone who is interested in using humor as a tool for addiction recovery. The course will be offered in a group setting and will be conducted by an experienced counselor.

36 Is This All There Is?
C205 C206

Instructor: John Kriger

Are you and your clients getting what you want out of life? Based on Carl Rogers's approach, this course will explore the reasons why you might be feeling that you are not getting what you want, and how you can change this. You will learn strategies for improving your relationships and finding your own personal growth.

The course will be interactive, and participants will be encouraged to share their experiences and ideas. The course will be offered in a limited number of locations, so please register early to secure your spot.

37 The Power of Talk: Helping Clients Learn to Use Healthy Self Talk in Recovery
C202 C203

Instructor: Gregory McBrine

This course will explore the role of self talk and its powerful role in recovery. Topics will include interpersonal communication theory and the role of self talk in communication, the power of healthy self talk, the tools that are needed to recognize and listen to self talk, an assessment of individuals' communication styles, and the role of self talk in recovery journey. The course will explore the role of self talk and communication theory and transactional models of communication which include self talk. By blending theory and practice, participants will learn to communicate with their clients in a way that will help them to develop healthy self talk.

38 Addressing Cultural Complexities
C505 A C506 B

Instructor: Tony Corrander

The concept of culture is expanded beyond the narrow race, ethnic, and religious categories that guide demographic and administrative reporting lines, recognizing the diverse political, social, cultural, economic, and historical interactions and outcomes. Participants will experience a self-reflective, active and program-oriented process for working more productively with clients from diverse backgrounds.

39 Working with African Americans
C404 C408

Instructor: Gregory A. Birckett

It has become increasingly more apparent that counselors and other service providers must be sensitive to diversity. Diversity encompasses a wide range of components such as race, gender, age, and sexual orientation. In this course, we will explore the role that diversity plays in the recovery process, and resources to implement humor as part of an ongoing recovery program will be offered. An attitude of FUN is necessary to complete this course.

40 Twice the Risk: HIV and Addictions
C304 C308

Instructor: Paula Toymon

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 direct or indirect result of injection drug use. Both injection and non-injection substance abuse is highly correlated with HIV behavior among all populations. The fastest growing new HIV infections are among women who use drugs. 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 practices that are based on behavior change theory; the current advances in treatment; and the means and resources in which
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<th>COURSES</th>
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<td>1:30 P.M. - 3:30 P.M. (11/24, 25, 46-61)</td>
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<tr>
<td>Clinical Supervision: Skills for the Future</td>
<td>David J. Powell</td>
<td>8:00 A.M.</td>
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<tr>
<td>24 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients</td>
<td>Claudia A. Blackshear</td>
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<td>25 Providing Quality Treatment in a Managed-Care Environment</td>
<td>Robert J. Lynn</td>
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<td>Using the New ASAM PGC-2R for Assessment, Treatment Planning, Placements and Documentation</td>
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Instructor: Patricia A. Burke
Recent research demonstrates a strong relationship between spirituality and the development of a resilient world view. This course explores the meaning of spirituality, hope and resilience as intervening factors in the treatment of and recovery from trauma and addictions. It provides a conceptual framework for understanding spirituality as a clinical resource for helping people expand and refine their personal narratives of hope and resilient and a clinical method, influenced by Narrative, Transpersonal, and Contemplative theory, for engaging people in an exploration of a larger context within which universal meanings can transport them beyond survival of trauma to a richer, more meaning-filled expression of life. Learning methods will include expanded processes such as clinical demonstrations, role plays, writing exercises, and mindfulness.

Instructor: Gregory A. Brinckett
In the United States an estimated 30% or more of the population is of non-European descent. Addiction and mental health professionals are being challenged 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 personal cultures, lifestyles, and other factors influencing client behavior, in order to provide services that are sensitive to the uniqueness of the individual.

Instructor: Raymond P. Grieve
This course is an introduction into the effects of trauma upon those who treat (helping) the traumatized (stressed/hurting person). There is a cost, sometimes very high to caring. The most effective counsellors are most vulnerable to this "contagion effect". Compasion Fatigue, Secondary Trauma Syndrome, Neuroan normalisation, Burnout, all reflect aspects of a process. The helper is crushed by the dynamics they are trying to heal with devastating results. This course will give an overview of the social, psychological, physical and spiritual dimensions thus the latest research in the new field of Traumatology. A goal will be for each counsellor to develop a "Self Recovery Process" to move thru trauma's effects in an up beat, positive fashion.
53 The Psychology of the Soul

Instructor: Thomas E. Legere
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 agnostics and atheists. If you are looking for a course to help you deal with the sometimes touchy topic of spirituality, this is the course for you.

Background in either philosophy or psychology is strongly recommended.

54 Spiritual Themes in Recovery: Surrender,Hope,Trust,Empathy,Resilience, and Forgiveness

Instructor: Jack M. Schibib
We will explore themes of psycho-spiritual growth using assessment instruments to measure surrender, hope, trust, empathy, resilience, and forgiveness. We will discuss and create a treatment plan for each of the themes. The course will be interactive and tied together by many examples. The course will be highly interactive and tied together by many examples.

55 Spirituality vs. Religion: An Obstacle to Recovery

Instructor: Alvin Q. Taylor
This course will focus on clarifying one's understanding of spirituality through the lens of 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 led to a variety of perspectives on addiction, 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 perspective as counselor, of the tension which exists between spirituality and religion in addiction and recovery.

This course is designed through lectures, reading, and discussion, to assist the clinician, to open up a framework of sensitive discussion to look at our client's recovery and the counselor's perception of the understanding of spirituality vs. religion in the 12-Step Program of Recovery.

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

Instructor: David S. Anderson
How do you know that your program or service is making a difference? What is the difference that you want your program or service to make? And, how can organizations or groups with limited funding, few resources, and modest expertise address these in a reasonably proficient way? Particularly in this era of slimming resources, it is more important than ever to identify meaningful strategies with documentation of their effectiveness, their cost-effectiveness, the receptivity by multiple audiences, and the processes used.
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Housing/Meal Plan Reservation Form

Deadline: June 16, 2006

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 $100.00 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 $100.00 if taking a single occupancy room in Stoner Hall) may be included with your tuition deposit of $125.00. (N.B. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 9.)

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 number 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:

- 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 $100.00 must be included with the $50.00 housing deposit.)

Roommate Preferred: ____________________________
   (If no name is indicated, IADS will assign a roommate of the same gender to you.)

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.

AVC Number ____________________________ Expiration Date __________
Signature ____________________________ Date __________

School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The School of Alcohol and Drug Studies was founded at Yale University in 1945 as the Summer School of Alcohol Studies and moved to Rutgers University in 1965, E.M. Little III, Ph.D., was the school’s first director. Howard W. Haggard wrote that the school was undertaken “as an experiment in social education” to make the findings of scientific research applicable to the actual problems of alcohol in the community. The 2008 School of Alcohol and Drug Studies will be the sixty-fourth annual session. This director of the school is Gail Gleeson-Migland, Ed.D.

Over the years, students have attended the school from each of the five 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 Alcofolism; this organization later became the National Council on Alcoholism and Drug Dependence. The Reverend David Woods, Ernest Shepherd, and Wayne Warner, with the help of Esther Henderson, founded the North Conway Institute in 1951. Summer School Students helped to establish what is now the Education Section of the Alcohol and Drug Problems Association. Other groups to originate at the Summer 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 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 experience.

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

COSTS

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

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<th>Description</th>
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<tr>
<td>Tuition</td>
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<td>Housing/Meal Plan</td>
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A non-refundable deposit of $125 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 NJ. MasterCard and VISA will be accepted. Wire transfers charges must be paid by the sender.

ABOUT THE CAMPUS

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

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

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

ADMISSION

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

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until July 6, 2006. However, early application is advised to ensure course selection. A non-refundable deposit of $125 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 NJ or by MasterCard or Visa (fill out appropriate information on application form). The official SADS application form, found at the end of the SADS section of this catalog, must be completed and sent to:

Johanna Collins, SADS Program Assistant
Center of Alcohol Studies
Rutgers, The State University of New Jersey
807 Alston Road
Piscataway, New Jersey 08854-6001
Telephone: (732) 445-4317
Fax: (732) 445-3500
E-mail: collins@bd.rutgers.edu
The requirements listed below must be fulfilled for the packet to be reviewed by the Alumni Association Scholarship Committee.

- Be a senior at SCAD (at or near graduation) and have a grade point average of 3.0 or higher.

The deadlines for applications are:
- Fall term: October 1
- Winter term: December 1
- Spring term: February 1

For details, please contact the Alumni Office.

Alumni Scholarships
The Alumni Association of SCAD offers scholarships to full-time undergraduate and graduate students who are members of the alumni association. The application deadline for the Fall term is October 1, and for the Spring term it is February 1.

Applicants must submit the following materials:
- A personal statement of at least 500 words, explaining why they deserve the scholarship.
- Two letters of recommendation from current or former SCAD students or faculty members.
- Official transcripts from all institutions attended.

The scholarship committee will review all applications and notify the recipients by mid-December for the Fall term and mid-April for the Spring term.

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COURSES

63 The Integration of Psychodrama, Sculpting, and Cognitive Approaches in Treating Addiction (Both 800 and 1015 sessions required). C202 C204A C401
Instructor: Claudia A. Blackburn

This skill-based course is intended to teach participants how to use psychodrama and sculpting in treating addiction. Moreover, the participants will learn how to incorporate cognitive behavior therapy and interventions through the medium of these experiential methods. Along with theoretical presentation and practical instructions on the use of various techniques in a nonclinical and exciting exercises, active demonstrations of strategies and techniques that focus on early warning signs and coping skills will be given. The course will be taught with an intensive focus, including exercises, case studies, role-plays and forums that simulate treatment situations. The course will also be an opportunity to learn how to practically use these approaches. Participants must be active participants and the willingness to work in teams and roles to practice and facilitate the exercises. It is expected that participants are comfortable with self-exploration and the ability to receive feedback and direction as a means of skill development.

64 Expanding the Dynamics and Content of Intimate Relationships (Two 800 and 1015 sessions per day). C204A C401 C402
Instructor: Ronald Potter-Eleon

This four-hour seminar will offer participants an opportunity to discuss and analyze current situations in which their clients experience co-existing anger/adhd and addiction problems. Specifically, the seminar will be divided into five sections: a) treating anger concerns during treatment and aftercare; b) domestic abuse and addiction; c) learning to manage anger and to develop strategies for coping with addiction; d) anger styles/addictive styles; e) adapting anger management tools for use in addiction treatment program; and f) student-generated topics.

65 Creative Approaches to Counseling Special Populations (Both 800 and 1015 sessions required). C201A C201B C404
Instructor: Cheryl D. Pease

This course is designed to assist participants in counseling African American, Native American, Latino/Hispanic, gay and lesbian and adolescent clients utilizing creative tools and techniques that will evoke an effective counseling relationship. This course focuses on the crucial role one's attitude, personal beliefs, values and adaptability pay when working with diverse populations. The concepts introduced during the course are valuable in one's work with a multicultural client. An interactive and experiential approach emphasizes the various routes the individual takes to the course which includes, music, eye movement desensitization and reprocessing (EMDR) and cultural traditions that strengthen the therapeutic process.

July 30 – August 4, 2006
School of Alcohol and Drug Studies

66 The Circle of Meaning: An Integrated Method for Expanding the Multi-Dimensional Nature of Addictions in Addictive Counseling (Both 800 and 1015 sessions required.) C202 C504 C506
Instructor: Patricia A. Burnko

This course builds a conceptual framework and experiential method for the Circle of Meaning, a narrative tool developed by the author to help clients recognize their addiction and the complexity of their own lives. The course will include exercises to help clients explore their addiction stories and their relationship with their own addictions, and how to integrate these stories with their therapeutic counseling.

67 Understanding the Dynamics and Content of Intimate Relationships (Both 800 and 1015 sessions required). C204A C504 C505
Instructor: David O. Hall

Intimacy in a relationship is certainly much more than sexual intimacy in a relationship. This course will also examine the dynamics of alcohol and other addictive disorders in intimate relationships, and the role of intimacy in the recovery process.

68 Chemical Dependency Disorders C103A C103B
Instructor: Mark C. Wallen

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

The course will provide a review of these substances from a historical perspective. The course will present the pharmacological and psychological effects of these substances, and how these effects can affect individuals' lives. The course will also address the prevalence of chemical dependency disorders.

The multifactorial disease model of chemical dependency will be examined. The course will be focused on the biological, physiological, psychological and behavioral components of addiction. New specific treatment approaches will be reviewed including behavioral modifications, detoxification, chemotherapy, psychological treatments (behavior modification, assertiveness training), relaxation techniques, and management techniques in addiction treatment (marital, family, halfway house programs), and role modeling (12-step programs, spiritual counseling).

July 30 – August 4, 2006
School of Alcohol and Drug Studies

69 Alcohol and Memory Processes: Theory, Research and Application C400
Instructor: Suchimita Ray

Prevention and treatment of alcohol substance use disorder would benefit greatly from understanding memory processes and self-control processes. For example, whereas heavy drinkers (JSK) and (voluntary) memory for alcohol prevention messages (e.g., drinking leads people to take dangerous risks) is impaired, after a few drinks, their (impaired) memory for these messages remains intact, and the likelihood that they will act on these messages is improved. In day 1, we will discuss the relevant theory and research on implicit and explicit memory processes and their neural basis. In day 2 and day 3, we will explore how memory processes and brain functioning are affected by acute and chronic alcohol use. In day 4, we will examine recent thinking about the role of memory processes and emotion in the development of substance use disorder in adolescents. Finally, in day 5, we will discuss how memory processes may contribute to the development of alcohol and drug treatment and prevention programs.

70 Exploring Addiction Treatment and Personality Disorders C202 C402
Instructor: Diane Kullo

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

This course will demonstrate how recovery from drug and alcohol dependence is impacted by personality disorders. Questions of countertransference and supervision will be held. Exploring relapse as a manifestation of acting out will be discussed. This course is didactic and experiential.

71 Shama, Guilt and Addiction C401 C402
Instructor: Patricia S. Potter-Eleon

Shama, a feeling that the self is worthless, undeserving, and bad, often leads to withdrawal from human interaction in favor of drinking or other drug use. Drinking and other drug use shape brain chemistry. Treatment of the therapeutic addiction of treatments increases the probability of relapse. Shama, guilt, and addiction are correlated. Drinking and other drug use shape brain chemistry. Maladaptive guilt, increases the difficulty of recovery from addiction. However, it is possible to utilize moderate amounts of shame and guilt in the service of recovery programs. The focus of this theme for class will be cognitive and creative interventions to reduce negative shame and guilt and produce an understanding of how shame and guilt can be helpful to the recovering person.

“...the depth and experience of instructors made the courses visible and relevant to me...”
Assessment and Referral Interviewing Techniques Designed to Reach the Resistant and Daring Client

Instructor: James F. Emmett

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

The course will consist of approximately three hours of lecture and individualized intake counseling techniques and skills, and ten hours of supervised experiential practice in groups of two and three, and in a one-hour video of a mock interview. In addition, there will be approximately four to six one-hour sessions of required reading that will be furnished to the participant on the first day of classes. Upon completion of the course, it is expected that the participant will: (1) fully acquitted with this assessment/helping interview; (2) be fully familiar with the concepts and techniques used in this process; (3) have acquired the basic skills used in the process; and (4) have practiced the use of these skills and techniques with others.

Managing Chemcal Addiction: A Multimodal Approach to Assessment, Treatment Planning, and Case Management and Outcome Evaluation

Instructor: Jack M. Schibibi

Application of the multimodal perspective (pioneered by Arnold Lazarus of Rutgers University) to substance abuse treatment, developed and refined the therapist’s understanding of the process of technical eclecticism, 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, positive and negative reinforcement, instruction); (3) affective processes (experience, identification, and regulation of ten basic emotions); (4) cognition (conditional beliefs, fixed beliefs, basic dysfunctional attitudes, automatic thinking, expectations); (5) sensorimotor-perceptual experience, interpersonal and intrapsychic styles (adaptability, introversions and relationships); (6) communication style, boundaries, hierarchies; (7) imagination (needs, wants, aspirations, hope, goal-setting, decision-making); (7) values clarification (principles, norms, social identity); (8) psycho-social development (crises, traumas, milestones, vocation); (9) cultural formulation; (10) spiritual foundations and interests; (11) alcohol/drug history and family transmission processes, and medical/psychiatric or psychological illness.

Enhancing Outcome through Client Centered Treatment and Case Management

Instructor: Robert I. Lynn

This course will survey the issues involved in providing individualized client driven treatment. It will begin with assessment and follow the client across the entire treatment continuum from the perspective of a program director, counselor and case manager.

Drug Dependence will be a focus. There will be an introduction to the DSM-IV, ASAM PGC-2 and LOC. Students will learn how to determine the appropriate level of care, length of stay, continuum of care and discharge plan for each client. Supervision procedures will be demonstrated through individual case reviews.

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

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Psychological Trauma and Addiction Recovery

Instructor: Bruce Carnuth

Unresolved trauma is the most common complicating factor in recovery from addictive illness and can seriously impede personal, inter-personal and spiritual growth in sobriety. Impasse in the course is on recognizing the meaning of trauma in our lives, the variety of ways in which trauma can manifest, diagnosing specific traumatic syndromes and understanding the interaction of trauma disorders and addictive disorders. Specific approaches to trauma and addiction co-occurring disorders, including psychoeducation, cognitive restructuring, affective exercises and strengthening self and soul will be presented. Attention will be given in the course to the more "mundane" trauma syndromes, such as acute stress reactions and grief reactions as well as PTSD and complex PTSD states. Self-support techniques for counselors working with trauma survivors will also be addressed.

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 be used to help prevent relapse for clients in early recovery. The course will explore the conceptual foundation of RET and describe new applications to be used in conjunction with the philosophy of 12-step programs in order to identify relapse triggers. The therapeutic use of RET will be demonstrated in class by having the students use new innovative concepts on themselves and classmates.

Treatment Modalities and the Ever-Changing Client

Instructor: Patricia Rehli

This course will review the treatment field across the country, the clients served and rationale for present changes. Professors, personalities and social conditions that influence treatment and client behavior will be examined in detail.

Drugs, Sex, Mental Illness and DSM-IV-TR

Instructor: Bette Ann Wainstein

DSM-IV-TR, with its over 350 separate psychiatric diagnoses, including substance use disorders, is used by clinicians worldwide for research, statistics and insurance reimbursement. This course will present 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 colonial 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. Since this course will present both the rationale for various diagnoses and provide some hands-on practice in determining the correct diagnosis, it will be useful for both alcohol and drug counselors and mental health professionals.

Twelve-Step Spirituality

Instructor: Thomas E. Legere

The purpose of this course is to explore in depth the spiritual nature of the 12-step philosophy. We will examine the origins of the 12-step process, focusing on the psychology and the spirituality of each of the steps. This course, geared towards those helping individuals in recovery, will be fun, practical and down-to-earth. Each class will consist of lecture, discussion and examination of class studies.

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 holding and letting go. The stress of these trauma syndrome influences the presentation of the problems, the issues of others have an enormous impact on the relationship, 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 staff frequently becomes tired, burnt out. Our egos 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 management.

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

Adolescent Drug Use-Peace and Prevention

Instructor: David Rosenke

This course will provide an overview of current national, regional and local trends of adolescent substance abuse through the use of a generational model. In addition, this course will provide the students with common stressed and outdated parenting programs that have the least and most impact on the overall onset of chemical dependency. A review of risk and protective factors will also be discussed.

How Do We Know What Works in Prevention?

Instructor: Thomas Griffin

This course will provide an overview of prevention program evaluation approaches. The course is designed for those interested in learning more about the degree to which prevention programs are making a difference in their community. No evaluation experience is necessary and the course is intended to help program directors and staff become familiar with evaluation concepts and practices. Students will be better able to work with external evaluators as well as design and conduct basic evaluation of prevention programs and practices in their community. Special emphasis will be placed on using evaluation findings to improve programs as well as answer questions often asked by funding sources.

"This is a great program! It was very well structured and organized."
School of Alcohol and Drug Studies

COURSES

10:15 A.M. - 12:15 P.M. (#62, 63, 64, 65, 66, 67, 83-99)

Please note: Three class sessions per day are required for #62 Criminal Justice Certificate Program. Two class sessions per day are required for #63 The Integrative Model of Healing, Stressing, and Cognitive Approaches in Treating Addiction, #64 Anger and Aggression in Addiction: Clinical Seminar, #65 Creative Approaches to Counseling Special Populations, #66 Circle of Meaning: An Integrated Method For Exploring the Multi-dimensional Nature of Spirituality in Addiction Counseling, #67 Understanding the Dynamics and Content of Intimate Relationships, #60 The Diagnosis and Treatment of Chemical Dependency Disorders and #64 Where Do I Go From Here: A Search for Authenticity.

67 Understanding the Dynamics and Content of Intimate Relationships
(Both 8:00 to 10:15 sessions required.)

Instructor: David G. Hall
See 8:00 A.M. for course description.

83 The Diagnosis and Treatment of Chemical Dependency Disorders
(Both 8:10 to 10:15 courses required.)

Instructor: Mark C. Wallen
This course is for medical students and physicians who are interested in an introductory course pertaining to the diagnosis and treatment of chemical dependency disorders. This course will provide participants with an understanding of the basic knowledge and skills in the diagnosis, treatment and rehabilitation of patients with chemical dependency disorders. The first part of the course will focus on developing the skills in the field of diagnostic evaluation procedures and treatment components. Successful case histories will exemplify these issues. The last part of the course will focus on physician intervention techniques along with a review of the methodology and medical student impairment as a result of chemical dependency disorders.

Where Do I Go From Here: A Search for Authenticity
(Both 8:10 to 10:15 sessions required.)

Instructor: Catherine A. Blackburn
See 8:00 A.M. for course description.

84 An Anger and Aggression in Addiction: Clinical Seminar
(Both 8:00 to 10:15 sessions required.)

Instructor: Ronald Potter-Ehren
See 8:00 A.M. for course description.

65 Creative Approaches to Counseling Special Populations
(Both 8:00 to 10:15 courses required.)

Instructor: Cheryl A. Deese
See 8:00 A.M. for course description.

60 Circle of Meaning: An Integrated Method For Exploring the Multi-dimensional Nature of Spirituality in Addiction Counseling
(Both 8:00 to 10:15 sessions required.)

Instructor: Patricia A. Burke
See 8:00 A.M. for course description.

70 Understanding the Dynamics and Content of Intimate Relationships
(Both 8:00 to 10:15 sessions required.)

Instructor: David G. Hall
See 8:00 A.M. for course description.

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76 Where Do I Go From Here: A Search for Authenticity
(Both 8:10 to 10:15 sessions required.)

Instructor: Gregory McBride
Authenticity requires an ever-evolving self-awareness about such things as who we are, what we value, our purpose in life, and making choices that are in accordance with that awareness. This course will build on the self-knowledge and understanding implicit in the 9th, 10th and 11th steps: Self-knowledge and self-discovery are fundamental to one's spiritual (journey, personal growth, change. This course will deal with how we make choices that reflect who we are and what we value. It will deal with those critical times when we are faced with looking at what is truly important and how we honor our life's dream.

77 Creative Approaches to Counseling Special Populations
(Both 8:00 to 10:15 courses required.)

Instructor: Cheryl A. Deese
See 8:00 A.M. for course description.

78 Circle of Meaning: An Integrated Method For Exploring the Multi-dimensional Nature of Spirituality in Addiction Counseling
(Both 8:00 to 10:15 sessions required.)

Instructor: Patricia A. Burke
See 8:00 A.M. for course description.

School of Alcohol and Drug Studies

85 Pharmacogenetics of Alcohol
(40 units)
Instructor: Edward J. Flynn
Pharmacogenetics is a field concerned with drug responses that have a hereditary basis. This course will provide an overview of related genes and work. Participants will learn the differences between genotype and phenotype and the relationship between them. The differences between genotype and phenotype will be discussed in the context of drug sensitivity and drug responses. Specific examples of inherited unusual responses to drugs will be provided. A description of the mechanisms responsible for altered drug sensitivity will be given. Central features of the course will be on how pharmacogenetics influence the role of genetic makeup on the incidence of alcoholism and drug dependence. The course will also discuss theories on how genetic makeup can influence alcohol pharmacology.

86 From Abuse to Dependency: Understanding the Process
(Credit 4 units)
Instructor: Thomas E. Ligeon
This course will cover a broad range of the treatment of alcoholism as well as drug dependency. We will explore the steps leading to ongoing or chronic drug use in an effort to develop new, effective and efficient treatment programs. These practical strategies will be based on the latest research in the treatment of alcoholism and drug dependency.

87 Cognitive Processes in Alcohol/Substance Use Disorder
(Credit 4 units)
Instructor: Suchon Ray
In this course we will examine alcohol/substance use disorder in terms of its underlying cognitive processes, including learning, memory, and neuro functioning. In day 1, we will discuss the cognitive, behavioral, and emotional processes related to the development of alcohol and drug use. In days 2 and 3, we will focus on cognitive processes and neural functioning in chronic alcohol use disorder. In day 4, we will discuss how the development of cognitive processes and neural functioning can be modified over time with treatment.

88 Assessment, Treatment Planning and Case Management for Co-Occurring Disorders
(Credit 3 units)
Instructor: Phyllis Reilly
This course will examine Alix 1 and 2. Mental health diagnostic areas which must be cooccur with substance dependence and abuse. Various related disorders of diagnosis such as DSM, MDD, and Opioid Addiction. A through Mental Staging Exam will be analyzed. Assessment instruments and assessment formats will be reviewed. Medication management and case management formats will be reviewed. Case histories for adolescent or adult substance use disorders will be explored with a view toward utilization of appropriate treatment planning and counseling modalities. A biopsychosocial approach with a view toward treatment with a multidisciplinary team will be modeled. This course will employ lectures, discussions and class participation.

89 The Dually Diagnosed Patient: Identification and Treatment
(Credit 4 units)
Instructor: Diane Ravo
This course will discuss dual diagnosis issues that arise when working with the MICA client. Emphasis will be placed on developing strategies to ensure the client is treated on a dual diagnosis basis. Treatment issues will also be reviewed as case studies, will be explored.

90 The Application of Motivational-Interviewing, Cognitive-Behavioral and Social-Learning Techniques Across the Continuum of Care
(Credit 4 units)
Instructor: Jack M. Schmalb
This course will focus on three themes of early recovery: (1) helping clients understand the role of automatic thoughts, distorted beliefs, and demanding expectations in supporting their experience of "low frustration tolerance" which feeds discomfort, slips and relapse; (2) the behavioral reinforcement processes that perpetuate the use of chemicals; (3) the interpersonal and interpersonal skill deficits that clients need to overcome through skill training and life management processes. The course will provide state of the art clinical practices that counselors can use with their clients in individual and/or group settings to create effective and efficient treatment programs. These practical strategies will be based on the latest research in the treatment of alcoholism and drug dependency.

91 Dialectical Behavior Therapy: New Hope for Borderline Personality Disorder
(Credit 4 units)
Instructor: Beltz Weinreth
DBT is a new cognitive-behavioral treatment model developed for individuals with chronic and severe emotional and behavioral problems. It has been shown to be effective with borderlinde personality (BPD) clients, as well as those in early recovery.

Borderline personality disorder (BPD) has been associated with negative outcomes in the treatment of substance dependence. Follow-up studies indicate that BPD is a chronic condition, and that achieving success has been difficult. Dialectical Behavioral Therapy (DBT), developed by Marsha Linehan at the University of Washington, represents real hope for clients, families, and those who treat them. It is based on a combined capability deficit and motivational model of BPD's relative use of (1) people with BPD lack important interpersonal, self-regulation and self-esteem skills, and (2) personal and environmental factors that both block and inhibit the use of behavioral skills that clients do have, and reinforce dysfunctional behaviors.

This course will provide an overview of the various components of DBT, with an emphasis on skills training. The four modules (mindfulness, stress tolerance, emotion regulation and interpersonal effectiveness) will be discussed.
Antisocial Personality: Approaches To Treatment

Instructor: Bruce Carruth
People on the antisocial continuum of personality organization have been viewed as uncooperative as clients and resistant to traditional psychosocial and/or addiction recovery efforts. This course offers a new paradigm for treatment based on the specific needs and world view of the antisocial person. Emphasis in the course 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, specific dynamics and treatment needs of three specific subgroups are described. These groups are amoral, impulsive, disordered antisocials and antisocial sadists. Specific protocols for both behavioral based treatment are described. The importance of unflawd 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, narcissistic, paranoid, state and trauma syndromes are discussed, particularly as they relate to treatment planning. Special attention is given to the depression that emerges when the antisocial person "world's view" begins to crumble.

Stress and Addiction: A Lethal Partnership

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

This is an ideal course for anyone who works in the addictions field, has worked in a dysfunctional organization or has simply felt abused and trapped by his/her job. It is the content of the instructor that "work abuse" can be equal to, if not more devastating than, living in a dysfunctional family setting. For some this course can be a first step in recovery from a dysfunctional workplace or co-dependency in the workplace.

Intervention Models that Work for Adults and Adolescents

Instructor: David Rosenker
This course will provide an overview of current intervention techniques and skills needed to perform an intervention on an adult or adolescent. Issues such as open and closed interventions will be discussed, along with family involvement, case management techniques and follow-up.

The 12 Step Recovery Process - How to Teach It, Work It, and Evaluate Progress

Instructor: Frederick Reith
This course is a primer for those that are not familiar with the process as well as a skill honing workshop for those who have some familiarity with it. The 12 steps as used in Alcoholics Anonymous, Narcotics Anonymous and Cocaine Anonymous will be presented with the corresponding rationale for each explained in detail. Participants will learn where to find the steps in the literature; how to teach the process; how to assist the client in working the process and how to evaluate the client's progress in working the process. Classes will consist of lectures, group discussions, experimental sessions and testimonials.


Instructor: Kathryn Bedard
Counselors: are you feeling stressed, burned out? Are you concerned that you may be becoming less effective in your work as an alcohol and drug counselor? Feeling burned out is becoming more common. This course will explore the causes and effects of stress and burnout and presents viable strategies and alternative solutions to the problem. Participants will learn to recognize the signs and symptoms of stress and burnout and will be motivated to identify specific strategies to help them manage these symptoms. The overall goal of the course is to help counselors develop more effective stress management and burnout prevention techniques.

Professional Ethics

Instructor: James F. Emmert
This course investigates the current ethical issues in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for reaching ethical decisions in the workplace. The course examines the themes that underlie decision making in an organization. It is particularly useful for the individual who is in a supervisory position and is responsible for providing clinical supervision within that organization.

Legal Aspects of Alcohol Counseling and Program Administration

Instructor: William J. Kane
This course will explore the legal and ethical dilemmas that confront counselors and program administrators in the alcohol and drug counseling professions. Topics will include the rights of clients, confidentiality, court ordered treatment, and program evaluation. The course will also address the legal implications of medical malpractice and the responsibilities of counselors and program administrators in professional settings.

Compiling Your Portfolio and Writing Your Case Presentation for Initial Certification

Instructor: Edward McDonnell
The course will assist students in compiling their portfolios, writing their case presentations, and preparing for their oral presentations for initial certification. Requirements of the International Certification and Recovery Corp. 4001, Inc. will be followed. Seventy certifying agencies including the 40 states, 10 countries, and the US Air Force, Army, Navy, and Marine Corps use the IACRG AICDA for certification. Individual supervision will be provided.

COURSES

1:30 P.M. - 3:30 P.M. (#62, 83, 84, 100-115)

Professional Ethics

Instructor: James F. Emmert
C501
P501

Legal Aspects of Alcohol Counseling and Program Administration

Instructor: William J. Kane
C502
C607

Compiling Your Portfolio and Writing Your Case Presentation for Initial Certification

Instructor: Edward McDonnell
C103A
C103B


CJC

Criminal Justice Certificate Program

Instructor: D. Eisen, J. Dwyer
(8:00, 10:15 and 1:30 sessions Required)

C502
C505
C506

C504

Criminal Justice Certificate Program

Instructor: D. Eisen, J. Dwyer
(Both 10:15 and 1:30 sessions Required)

C502
C505
C506

Where Do I Go From Here: A Search for Authenticity

Instructor: D. Eisen, J. Dwyer
(Both 10:15 and 1:30 sessions Required)

C502
C505
C506

C504

"Whether you are new or have been in the field for years, Rutgers is always an excellent opportunity to learn new skills and be refreshed on others."

29
Substance Abuse Literacy: Pharmacology of the C105A C130B
Bipopsychosocial Disease Model

102 Motivational Interviewing and the Stages of Change in Addiction Counseling
Instructor: Patricia A. Burke
Motivational interviewing is a directive, client-centered counseling style for eliciting behavior change by helping clients explore and resolve ambivalence.

109 Teamwork: A Guide to Interprofessional Collaboration 
Instructor: Edward J. Fynn
The course will focus on the pharmacology of street drugs and its relationship to the bipopsychosocial disease process. The course will analyze the biological aspects, the psychological aspects and the social aspects of the disease model. The effect of drugs on each stage of change will be presented. The goal of the course is to develop the idea of substance abuse literacy as a familiarity and facility with the major assumptions, concepts and theories in the field. The material to be discussed will employ both theoretical and applied illustrations to depict the role of substance abuse literacy in prevention, treatment and advocacy issues. Particular efforts will be placed on the development nature of the disease and the roles that pharmacology can play in early intervention and treatment.

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

103 Treatment Planning
Instructor: Phyllis Reilly
The groundwork for treatment planning is a strong assessment culminating in a clinical summary or formulation of the client's problems in each biopsychosocial domain. In short, the formulation is a narrative synopsis of the client's functioning then and there and here and now. A good formulation is an integrative snapshot of the client that lays the groundwork for the treatment plan. Participants will learn to write cogent, effective formulations; write realistic treatment plans; access psychological and social factors; design an action plan; and learn to interpret the data to recommend the level of care. Targeted therapeutic changes in treatment planning will be outlined. Participants will review the steps to and have hands-on experience in writing a comprehensive treatment plan. Case histories and sequential treatment planning instruments such as the LOCI-2R, RATE-CE and RATE-QI will be the basis for developing treatment plans and deciding placements. Lectures, discussions, and class participation will be utilized.

104 Family Therapy for Addiction Counselors
Instructor: Robert I. Lynn
In this course the addiction counselor will learn how to apply family therapy techniques in the assessment and 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 that result in drug and alcohol use. Particular attention will be paid to adolescents and cultural issues.

105 Relapse Prevention Therapy
Instructor: Diane Fluido
Current research indicates that a clear majority of people treated for chemical dependency return to their previous conditions of use. These clients often have needs that are different from those of clients who are able to sustain abstinence. This course will offer skill development and an overview of the methods and strategies that are effective in helping clients to make choices for sustained abstinence. Teaching methods will include the use of participatory lecture, case presentation, didactic and small group exercises, group discussions and assigned readings.

111 Nutrition and Addiction: Exploring the Mysterious Connection
Instructor: Cheryl D. Raspe
A course designed for participants prepared to explore the chemical imbalance of substance addiction and its interplay between recovery and relapse. This non-scientific course allows its growth for new methods of assisting those 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.
112 Spirituality, Addiction, and Desire:  
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 able to identify and analyze the underlying issues behind gambling, sex and relationship addiction, and food disorders.

113 The Art and Science of Prevention Programs  
and Practices  
Instructor: Thomas Griffin  
Funding sources and the public demand accountability for prevention programs in schools and communities. This course will examine both the science that provides the theoretical base for effective prevention efforts and the art of implementing those programs and practices. The course is designed for those interested in learning more about what works in prevention and how to conduct prevention programs in their own community. We will follow a planning framework that includes ideas about assessing readiness for prevention in our community, strategies for reducing risks, enhancing protective factors, individual and community assets, and evaluating your efforts. A variety of methods will be used in the class including brief lectures, small group discussions, and case study review.

114 Substance Use and Abuse by College Students:  
Campus-Based Approaches to Prevention and Treatment  
Instructor: Adrienne Coleman  
The course is designed to provide participants with the 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Time</th>
<th>Day(s)</th>
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<tr>
<td>MATH 103</td>
<td>Introductory Statistics</td>
<td>3</td>
<td>MWF</td>
<td>1-2</td>
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<td>MATH 105</td>
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1. Name: [Student Name]
2. Address: [Student Address]
3. Telephone: [Student Telephone]
4. Social Security Number: [Student Social Security Number]
5. Date of Birth: [Student Date of Birth]
6. Citizenship: [Citizen]
7. College: [College Name]
8. Major: [Major]
9. Minor: [Minor]
10. GMAT Score: [GMAT Score]

Weekly Tuition:
- MATH 103: $100.00
- MATH 105: $120.00
- MATH 107: $120.00

Total Weekly Tuition: $340.00

Note: Tuition is subject to change without notice.
July 30 – August 4, 2006

Housing/Meal Plan Reservation Form

Deadline: July 6, 2006

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 (Stonerier 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 (Stonerier Hall). There is a supplemental housing charge of $100.00 for Option 3 (single occupancy, Stonier 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 $100.00 if taking a single occupancy room in Stonier Hall) may be included with your tuition deposit of $125.00. (N.B. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 30.)

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 number 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:

- [ ] Male
- [ ] Female

- [ ] 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 (Stonerier 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 (Stonerier Hall w/private bath). (If Option 3 is chosen, the supplemental charge of $100.00 must be included with the $50.00 housing deposit.)

- Roommate Preferred: [ ]

- 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: __________
Ronald T. Potter-Efron, Ph.D., M.S.W., Clinical Psychotherapist, First Things First Counseling and Consulting, Ltd., Eau Claire, Wisconsin (864)


Sukhieswita Roy, Ph.D., Research Associate, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (688, 87)


Phyllis Reilly, M.A., C.A.D.C., President, Phyllis Reilly Associates, Piscataway, New Jersey (868, 100)

David Rosenkranz, B.A., Executive Vice President of Treatment, Cancer Foundation, Wernersville, Pennsylvania (881, 54)

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Jack M. Schiblik, Ph.D., L.C.A.D.C., C.C.S., C.P.S., L.P.C., Director, Reinos Counseling and Consulting, Naples, Florida (#13, 34, 54, 73, 80, 110)


Alvin G. Taylor (Rev.), M.Div., Minister, Harrisburg, Pennsylvania (921, 55)

Paula Toynon, M.Ed., Consultant, Charlotte, North Carolina; Senior Staff, The NAP Clinical, New Brunswick, New Jersey (440, 50)

Mark C. Wallen, M.D., F.A.S.A.M., Clinical Assistant Professor, University of Medicine and Dentistry of New Jersey, School of Osteopathic Medicine, Department of Psychiatry, Cherry Hill, New Jersey; Medical Director, LiveSpring Foundation, Paramus, New Jersey (468, 83)

James Wasser, M.A., Superintendent of Schools, Freehold Regional High School District, Englishtown, New Jersey (922, 45)

Bette Ann Weisner, Ph.D., M.S.W., L.C.S.W., Clinical Social Worker, Private Practice, Deerfield Beach, Florida (49, 33, 78, 91)


Douglas Zinman, M.D., M.P.H., Professor/Dean, Division of Addiction Psychiatry, Robert Wood Johnson Medical School, University of Medicine and Dentistry of New Jersey, Piscataway, New Jersey (42)
<table>
<thead>
<tr>
<th>Seminar Title</th>
<th>Instructor(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Interviewing Process (Part I)</td>
<td>Christine M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>January 12, 2006</td>
</tr>
<tr>
<td>Initial Interviewing Process (Part II)</td>
<td>Christina M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>January 19, 2006</td>
</tr>
<tr>
<td>Initial Interviewing Process (Part III)</td>
<td>Christina M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>January 26, 2006</td>
</tr>
<tr>
<td>Introduction to Counseling (Part I)</td>
<td>Diane Rullo, Ph.D.</td>
<td>February 2, 2006</td>
</tr>
<tr>
<td>Introduction to Counseling (Part II)</td>
<td>Chelly Sterman, L.C.S.W.</td>
<td>February 9, 2006</td>
</tr>
<tr>
<td>Community and Professional Education (Part I)</td>
<td>Christine M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>February 16, 2006</td>
</tr>
<tr>
<td>Community and Professional Education (Part II)</td>
<td>Christine M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>February 23, 2006</td>
</tr>
<tr>
<td>Community and Professional Education (Part III)</td>
<td>Christine M. Boyle, Ph.D. and Carolyn Hadge, M.A.</td>
<td>March 2, 2006</td>
</tr>
<tr>
<td>Legal Issues Surrounding Alcohol and Drug Treatment and Prevention</td>
<td>William J. Kane, J.D.</td>
<td>March 9, 2006</td>
</tr>
<tr>
<td>Biopsychosocial Assessment, Differential Diagnosis (Part I)</td>
<td>Mark C. Wallen, M.D. and William J. Lorman, Ph.D.</td>
<td>March 16, 2006</td>
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<tr>
<td>Biopsychosocial Assessment, Differential Diagnosis (Part II)</td>
<td>Mark C. Wallen, M.D. and William J. Lorman, Ph.D.</td>
<td>March 23, 2006</td>
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<tr>
<td>Biopsychosocial Assessment, Differential Diagnosis (Part III)</td>
<td>Mark C. Wallen, M.D. and William J. Lorman, Ph.D.</td>
<td>March 30, 2006</td>
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<tr>
<td>Neurobiological Aspects of Alcohol</td>
<td>Larissa A. Pohorecky, Ph.D.</td>
<td>April 6, 2006</td>
</tr>
<tr>
<td>The Practice of Rational Emotive Therapy (RET) in Relapse Prevention</td>
<td>Edward McDonell, M.S.</td>
<td>April 13, 2006</td>
</tr>
<tr>
<td>Enhancing the 12-Step Process through Mind/Intense Training</td>
<td>Gregory A. McBride, M.Ed.</td>
<td>April 20, 2006</td>
</tr>
<tr>
<td>Breaking the Cycle: Exercise and Techniques to Help Teens Talk</td>
<td>Madeline Curren, M.S.W.</td>
<td>April 27, 2006</td>
</tr>
</tbody>
</table>

Each of the six-hour seminars (i.e., 9:00 A.M. to 4:00 P.M.) is approved for .6 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professional Certification Board of New Jersey, Inc. (APCBNJ). The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 607 Allison Road, Piscataway, New Jersey 08854-8001. (Telephone 732-445-4317; Fax 732-445-3510).