Institute of Alcohol and Drug Studies
July 8–13

School of Alcohol and Drug Studies
July 15–20
2007 Schools of Alcohol and Drug Studies

Contents

About the University and Center of Alcohol Studies .................................................. 1
Institute of Alcohol and Drug Studies (IADS) .............................................................. 2-17
IADS General Application Form .................................................................................. 18
IADS Housing/Meal Plan Reservation Form ............................................................. 20
School of Alcohol and Drug Studies (SADS) ............................................................ 21-36
SADS General Application Form .................................................................................. 37
SADS Housing/Meal Plan Reservation Form ............................................................. 38
Faculty ...................................................................................................................... 39-40

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. Today, the University currently has twelve undergraduate colleges, eleven graduate schools, and three schools offering both undergraduate and graduate degrees. In addition, many continuing education programs are offered for professionals.

ABOUT THE CENTER

The Center of Alcohol Studies, directed by Robert J. Pandina, Ph.D., is known both nationally and internationally as a leader in alcohol research, education, training, and documentation and publication of alcohol literature. The Center began at the Yale University Laboratory of Applied Physiology and Biofeedback over sixty years ago and moved to Smithers Hall at Rutgers University in 1952. Today the Center’s five areas of concentration include basic sciences, clinical research, education and training, information services, and prevention research.

ABOUT THE EDUCATION AND TRAINING DIVISION

The Center founded the first Summer School of Alcohol Studies (SSAS) 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 Alcohoh and Drug Studies is also conducted by the Education and Training Division, which is directed by Gail Gleason Milgram, Ed.D.

Scott Classroom Building

“An exceptional learning experience; instructors are the leaders in the field of Addiction Studies”

“An exceptional learning experience; instructors are the leaders in the field of Addiction Studies”

Photography by Gail Gleason Milgram and Others
Brochure layout by Johanna Collins, Program Coordinator

http://alcoholstudies.rutgers.edu
Institute of Alcohol and Drug Studies

ABOUT THE SCHOOL

The 2007 Institute of Alcohol and Drug Studies is directed by Gail Gleason Milgram, Ed.D. The Institute is a part of the Education and Training Division of the Rutgers Center of Alcohol Studies. The emphasis in the school's curriculum is on specialized courses, led by highly competent and experienced instructors. The school also features general lectures and special interest seminars to support and supplement the course work.

JOHNSON & JOHNSON SCHOOL NURSE FELLOWSHIP PROGRAM

The Johnson & Johnson School Nurse Fellowship Program runs concurrently with the Institute. School nurses are invited from selected geographic regions to participate; the school nurse's principal attends the program for two days during the week. Carolyn Hodge, M.A., LCADC, is the course instructor. To date, approximately 524 school nurses have completed the program.

ABOUT THE CAMPUS

The summer programs are held on the College Avenue Campus of Rutgers University in New Brunswick, New Jersey. Classes, food service, bookstores and downtown shops are all within walking distance of the campus. New Brunswick is easily reached by car, train and bus from New York City, Philadelphia, and the major northeastern airports. The Alexander Library, located on the College Avenue Campus, is available to IADS participants.

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

ADMISION

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

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until June 10, 2007; however, early application is advised to ensure course selection. A non-refundable deposit of $125 must accompany the application form. This deposit will be paid by check or money order (drawn on a U.S. bank) payable to Rutgers, The State University of N.J. or by MasterCard or Visa (fill out appropriate information on application form). The official IADS application form, found at the end of the Institute section of this catalog, must be completed and sent to:

Johanna Colfina, IADS Program Coordinator Center of Alcohol Studies Rutgers, The State University of New Jersey 807 Allison Road Piscataway, New Jersey 08854-6001 Telephone: (732) 445-4317 FAX: (732) 445-3500 E-mail: colfina@chol.rutgers.edu

COSTS

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

| Tuition | $ 750.00 |
| Housing/Meal Plan | $ 450.00 |
| Total | $1,200.00 |

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 N.J. MasterCard and Visa will be accepted. Wire transfer charges must be paid by the sender.

For students staying on campus, three housing options are available. On a first-come, first-served basis: (1) a fully conditioned double occupancy room with private bath (Stoner Hall); (2) an air-conditioned single occupancy room with private bath (Stoner Hall); or (3) an air-conditioned single occupancy room with private bath (Stoner Hall). There is a supplemental housing charge of $100.00 per option (single occupancy option available). University community offices are non-smoking buildings, including individual rooms; linen, towels, and meal service is included in both housing options. Each housing option includes a meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unregistered students.

Enrollment in one or two courses: Arrangements can be made for students who wish to take only one or two courses and not participate in the 4.5 CEU (45-hour) program. (i.e., three courses, lectures and seminars). [Please note: A four-hour per day course (i.e., 24 hour two session course) will cost $300.00.]

Each applicant should be aware of the differential costs associated with each housing option. Each course housing charge is $250.00 per two session course.

Scholarships

The Institute has no scholarship funds of its own. However, it does assist in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the room/meal plan, but not travel; (2) full medical student fellowships through the Scaife Family Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; and (3) tuition support awards through the New Jersey Department of 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, Scaife medical 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 16, 2007. Each applicant must send the following: (1) a completed IADS general application form (found at the end of the IADS section); (2) a letter from the candidate stating that she/he is applying for an Alumni Scholarship and describing her/his background and work in the field; and (3) a letter of recommendation that addresses the candidate's attributes and role in the field. Please note: alumni applicants who have not previously attended one of the Rutgers schools of alcohol and drug studies will receive priority consideration. The Committee will select the individuals who have received an Alumni Scholarship in the past five years who are not eligible.

The requirements listed below must be fulfilled for the packet to be complete and considered for a Alumni Scholarship (IADS section) must also be submitted.

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

- Be sent to a school or social worker counselor or be in the process of attaining certification. Documentation of hours toward certification received to date should be included in the packet.
- Be sent no later than the beginning of the current academic year.
- Be accompanied by a current resume.
- Be clearly written and well organized.
- Be submitted by the recipient before the close of the application deadline.
CERTIFICATE
A certificate of attendance will be awarded to each person who successfully completes the school. Rutgers has granted 4.5 Continuing Education Units (CEUs) for this program. The 4.5 CEUs (equivalent to 45 hours) can be applied toward alcoholism and substance abuse counselor certification/recertification in most states. The Center of Alcohol and Drug 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 - 5:00 p.m. Registration Sign-in (pre-registration required)
2:00 - 4:00 p.m. General Lecture
5:00 - 8:00 p.m. Dinner (meal plan begins)
7:00 - 8:00 p.m. General Lecture
8:45 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of A.A.

Monday - Wednesday
8:00 - 10:00 a.m. Class
10:15 - 12:15 p.m. Class
1:30 - 3:30 p.m. Class
3:45 - 5:15 p.m. Special Interest Seminars and Mini Courses
7:00 - 8:00 p.m. General Lectures
8:45 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of A.A.

Thursday
8:00 - 10:00 a.m. Class
10:15 - 12:15 p.m. Class
1:30 - 3:30 p.m. Class
3:45 - 5:15 p.m. Special Interest Seminars and Mini Courses
6:00 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 - 1:15 p.m. Awarding of Certificates

Please note: (1) In addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (2) the schedule of lectures/mini-courses/seminars will be distributed during Sunday registration; and (3) Friday classes conclude at 12:15 p.m.

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

Each course will meet formally for two hours per day, plus two additional hours of outside assigned work, for a total of twelve hours per week. Each course consists of:
1. Clinical Supervision: Skills for the Future (three sessions per day).
2. Medical Aspects of Addiction (two sessions per day).
3. The Circle of Meaning: An Integrated Method for Exploring the Multi-Dimensional Nature of Spirituality in Addiction Counseling (both 8:00 and 10:15 sessions required).

Instructor: Patricia A. Burke
This course builds a conceptual framework and experiential method for the Circle of Meaning, a narrative tool developed by the Center of Alcohol and Drug Studies to investigate their own spiritual life stories and focus their conversations with clients about their spiritual lives in a respectful and culturally sensitive way that honors and explores the diversity and complexity of clients' own meanings, intentions, values and commitments in recovery and in life. Therapeutic strategies used in this course will be drawn from narrative and Transpersonal Theories and Contemplative Psychotherapy. Learning methods will include experiential processes such as clinical demonstrations, role play, writing, examination, and guidance. This is a four hour course. Self-exploration and participation in group process are encouraged and supported for personal and professional growth.

4. The Addictive Process

C401
C402
Instructor: Craig Nekken
This course will start from the basic premise that although all addictions are different they have one thing in common, that being the addictive process. It will explore the development of the addictive personality and the infrastructure that is created due to the addictive process, and will explore the differences between compulsions and addiction. Building on this foundation, we will next look at the major differences between the chemical additions (alcohol and drugs) and the behavioral addictions (gambling, sex, spending, etc.) The final part of this course will be discussion of the elements and principles that make up what we call recovery.

Topics to be discussed will include: primary versus secondary addictions, objectification process, negative conversion experience, ritualism of addiction, mutual vulnerability, limited control and limited dependence.

5. Understanding Addictive Thinking and Behavior

C401
C402
Instructor: James F. Einemr
Individuals with co-occurring mental and emotional disorders and chemical abuse/depedency often present some interesting dynamics and challenges to the clinician and treatment team. Working with individuals who have these disorders can be extremely frustrating if the clinician does not have a deep understanding of how these concurrent conditions affect the thinking, emotional states, the self awareness, the perceived needs, and ultimately the behavior of the chemically dependent client. Without a firm grasp of "how an addict's head works," efforts and otherwise sound clinical techniques alone may be insufficient to provide outcomes that are more rewarding to both the client and clinician. Through lecture, case study examples, and experiential class sharing, participants will learn how to be more comfortable and effective with these cases.
6. Crises Intervention with Children, Adult Children and Spouses of Alcoholics
   Instructor: Melvin Sandler
   The experience of many of those who have lived or are living in an alcoholic family can have a major impact on how they function in specific areas of their lives such as school, work, intimate relationships, in the parenting role and during transitional periods. This course will discuss a framework for understanding the family's vulnerability to experiencing crises during some of these phases while being super vulnerable in others. Emphasis will be placed on developing different tools and skills (Errik Erickson), defense structure and formation (psychodynamic understanding) and role formation (Sharon Wegschieder-Curtz, Claudia Black). Focus will be on using this information for effective engagement, assessment and intervention. Psychodynamic and cognitive behavioral approaches will be demonstrated. Participants will be expected to take part in a weekly experiential class assignment.

9. Psychological Trauma and Addiction Recovery
   Instructor: Bruce Carnahl
   Unresolved trauma is the most common complicating factor in recovery from addictive illnesses and can seriously impede personal, interpersonal and spiritual growth in sobriety. Emphasis in the course is on recognizing the meaning of trauma in our lives, how to begin to recognize the way in which trauma can manifest itself, diagnosing specific trauma syndromes and understanding the interaction of trauma and addiction. Specific application of treatment, including psychodrama, cognitive restructuring, affective expression and strengthening self and soul will be presented. Attention will be given in the course to the more “transcendental” trauma syndromes, such as acute stress reactions and grief reactions as well as PTSD and complex PTSD states. Self- due exercises for counselors working with trauma survivors will also be addressed.

   Instructor: Jack M. Schieltz
   Application of the multimodal perspective (pioneered by Arnold Lazarus of Rutgers University) to substance abuse treatment, developed by the instructor, will be presented. Using 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 osmotic, 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 and automatic expectations); (5) sensor-perceptual experience, interpersonal and intrapsychic styles (adaptability, intimate interactions and relationships, conversation and small groups); (6) emotional responses (needs, wants, aspirations, hope, goal setting, decision making); (7) values clarification (principles, norms, social identity); (8) psychosocial development crises, milestones, vocation; and (9) cultural formation; (10) spiritual foundation and interests; (11) alcohol-drug history and family transmission processes, and medical- psychiatric or psychological illnesses.

12. Coping Skills Treatment for Substance Abusers Using a Time-Limited Model
   Instructor: Thomas Morgen
   This course will focus on how to use brief, cognitive-behavioral counseling skills in counseling persons with alcohol and drug use problems. These skills include: (1) coping with urges and cravings; (2) managing thoughts about alcohol/drug use; (3) using coping skills to prevent relapse; (6) drink and drug refusal skills; (5) planning for emergencies and coping with a lapse; (6) identifying and coping with seemingly irrelevant decisions. Another focus will be to integrate the use of traditional, disease model treatment concepts/processes with standardized coping skills training. Participants will be given a compendium of selected readings that will be used in discussions. The course will use didactic presentations, group discussion and role-playing exercises.

13. Working with People Living with HIV/AIDS and with Co-Occurring Illnesses in Recovery Counseling
   Instructor: Paula Trontz
   High rates of undiagnosed and untreated mental illness, often with accompanying substance abuse behavior, are found among many people living with HIV/AIDS. The co-occurrence of these highly stigmatized health issues create multiple barriers to care and unique service delivery challenges for the social and health services professional. The content of the course will present best practices for working with clients who present with co-occurring HIV, mental health and/or substance use issues.

14. Understanding the Issues Gay/Lesbian, Bisexual, Transgender
   Instructor: Joni Whelan
   This course is designed for administrators, therapists, counselors, educators, clergy and prevention specialists. It will introduce strategies and methods for improving services to Gay/Lesbian individuals. An emphasis will be placed on creating a safe environment that is sensitive and culturally competent.

15. Support Groups and Strategies for At-Risk Populations
   Instructor: Connie Greene
   This interactive and experiential course will provide participants with the knowledge and skills to help fulfill the enabling functions of developing and implementing programs in the school or agency setting. Focus will be on establishing group and individual goals so that a paradigm shift and measurable change in behavior of group members can take place. Emphasis will also be on creating a supportive environment in the school or agency.

16. Relapse Prevention for Chemically Dependent Women
   Instructor: Claudia A. Beltsouan
   This course will specifically present and demonstrate relapse strategies for chemically dependent women. Although empirically-based gender-specific psychotherapeutic strategies and relapse interventions are only beginning to develop and gain recognition within the field of addiction treatment, these newly-developed relapse prevention treatment strategies for women are appropriate and adapt other relapse prevention models and strategies that are likely to meet the unique needs of women in treatment. Along with didactic presentations, class discussions and experiential exercises will be incorporated.

17. Criminal Justice System and the MICA Client
   Instructor: Gregory A. Birtchett
   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.

   Instructor: Calvin Chaidez
   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, group process, personal growth, and transactions. Participants will focus on identifying 'participants' limits in addressing issues with clients. A specific approach of spirituality and key experiences to facilitate it will be identified and empowered to provide openness to spirituality and the role of faith in the healing process. Small confidentiality will be protected. Participants will be encouraged to explore and discuss their own spirituality and see their attitudes that doubt or have difficulty understanding the role of spirituality in life are encouraged to adopt.

   Instructor: Kathryn Bardat
   Counselors: Are you feeling stressed, burned out? Are you concerned that you may be becoming less effective in your work as a result of your own unresolved emotional needs? It becomes difficult to work with clients on issues of spirituality when we are in need of self-renewal.

   This course offers a variety of experiences toward the development of skills for remaining calm, focused and in touch with the spirit. We will begin with an experiential exploration of the eastern path of development as well as a personal experience of a daily personal meditation practice. An understanding of the Peking Tai Chi Form, and enjoy various experiential exercises for getting back in touch with the spirit. Information to increase the understanding of Reiki and Chi Kung as forms of healing will be provided as
additional options to incorporate into healthy lifestyles. A centered and healthy counselor is a happy and effective counselor. 

Although yoga and tai chi can be adapted to accommodate physical conditions, participation with physical concerns (as with any form of exercise participation) may want to seek the advice of their treating physical therapists before beginning these exercises. Comfortable and loose clothing, with flat soled shoes (for balance), is a must.

20 Making a Difference with College Students C494

22 Individual and Group Activities with Adolescents C492

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Instructor: Debbie Miser

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 development, a repertoire of individual and group skills, sensitivity, and a willingness to hear the adolescent voice. Using poems and stories, we will listen to adolescents who work 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 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients C420

Instructor: Claudia A. Blalock

This course will provide in-depth demonstrations of cognitive-behavioral (CB) approaches and strategies in treating anxiety and mood disorders among the addicted population. Each session is dedicated to specific CB treatment protocols and techniques that correspond to the presenting disorder. While providing an overview of current CB theoretical perspectives of each disorder, this course is also intended to provide participants significant opportunities to build proficiency in CB strategies and application through hands-on exercises. The main disorders will include affective disorders characterized only by depressive episodes, as well as the spectrum of anxiety disorders. This will provide training in treatment cognitive restructuring, self-monitoring and management, systematic desensitization, cognitive-narrative and problem solving therapy.

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23 Making a Difference with College Students C494

Instructor: David S. Anderson

How can we make a difference with the drug and alcohol choices made by young people, including college students and other young adults? While no magic bullet exists, numerous strategies along a continuum of care provide hope and inspiration for impact. Comprehensive drug and alcohol abuse prevention services require a long-range perspective with a clearly defined strategic planning process. While this sounds challenging, an eight-step process is helpful in orchestrating change.

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism. This fellowship is based upon 12 traditional tasks faced by young adults (in college and not in college), including a focus on this “Millennial Generation.” Course participants will be exposed to life skills development and state-of-the-art prevention and intervention strategies. Course foundations will be based on multiple national initiatives: (1) applied resources from Promising Practices: Campus Alcohol Strategies; (2) insights from multiple research efforts, including the College Alcohol Survey (1979-2002), the Drug and Alcohol Survey of Community Colleges (1991-1999), the Monitoring the Future Study, the Core Survey, and the Secondary School Substance Abuse Survey; (3) the Healthy Expectations Project with life health planning strategies; and (4) Virginia Prevention Standards emphasizing accountability and local action.

Participants will emerge with a thoughtful understanding of today’s youth adults and strategies meaningful for their current and emerging needs. Participants will design a reasonable, appropriate plan to assist in developing or enhancing a needs-based campus approach, with an emphasis on coalition-building and healthy foundation for documentation of results.

24 Cognitive Behavioral Strategies to Manage Anxiety and Mood Disorders Among Chemically Dependent Clients C420

"The diversity of experience of students from around the world really adds to a valuable experience."
Addressing Cultural Complexities

The concept of culture is expanded beyond the narrow race, ethnic, and religious categories that guided policy and administrative reporting lines, revealing perhaps hidden influences on therapeutic interactions and outcomes. Participants will experience a self-reflection exercise and a meditative process for working productively with clients from diverse backgrounds.

Working with African Americans

It has become increasingly more apparent that counselors and other helping professionals are being sensitized to diversity. This course will focus on the cultural components of diversity and the skills necessary for relationship building when working with African American clients. The major goals of this course are to raise awareness of misconceptions about cultural background and to recognize the impact of these belief systems on treatment and other service delivery areas.

Women’s Perspective on Treatment and Twelve-Step Recovery

Women are different from men. This course will invite participants to explore and discuss some of these differences in new ways to help alcoholic and addicted women establish healthy recovery lifestyles.

The richness of the female psyche, the complexity of women’s lives, and the critical need to understand key differences in the recovery when we welcome them and allow them to influence our treatment approaches.

Twelve: The Risk: HIV and Addictions

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 intravenous drug use. Both injection and non-injection substance abuse is highly correlated to HIV related behavior among all populations. The fastest growing national HIV infection trends all lead back to drug use.

This course offers addiction counseling professionals the necessary information and skills to meet the challenge of this dual crisis. Participants will develop an understanding of the following critical issues: HIV transmission; disease progression; current prevention strategies; and treatment planning approaches.
50
Nelzing Clients Learn Sustain, Honor, Trust, Empathy, Resilience, and Forgiveness
Instructor: Jack M. Schlapk
What you do after detox and stabilization to help clients grow in each of the six themes of psycho-spiritual growth using assessment instruments to measure sustainer, hope, trust, empathy, resilience, and forgiveness. We will discuss and create a treatment plan for group process for each of the six themes including clinical strategies, worksheets, and outcomes evaluations. We will link each theme to 12-step philosophy, principles, and practices. The complete course should provide enough material to start a quality aftercare growth group. The course will be highly interactive and tied together by mini lectures.

51
Traumatology – Dynamics and Recovery for Counselors
Instructor: Raymond P. Drislain
This course is an introduction into the effects of trauma upon those who treat [helpers] the traumatized (shocked/hurting people). There is a cost, something very high to the self. The real effective counselors are most vulnerable to this “contagion effect.” Compassion Fatigue, Secondary Trauma Stress Disorder, Neuronal Membrane, Counter Deparation, Burnout, all reflect aspects of a process. The help 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 of the最新 research in the field of Traumatology. A goal will be for each counselor to determine a "Safe Recovery Process” to move thru trauma’s effects in an up beat, positive fashion.

52
Mindfulness: A Recovery Tool for Addicted and Co-Dependent Clients and Their Counselors
Instructor: Belle Ann Walstein
People, especially those recovering from addictions, tend to repress their emotions and to use denial and detailed thinking about their past to shield themselves from difficult emotions and situations. Mindfulness, a practice that allows for the recognition of our internal states and emotions, can bring about profound changes in the way we live. This course will focus on mindfulness and its applications in recovery. We will explore the principles and practices of mindfulness and the benefits of incorporating mindfulness into daily life. The course will provide hands-on experience in various mindfulness techniques, including meditation and body scan practices. By practicing mindfulness, participants will learn to develop awareness, acceptance, and understanding of their thoughts, feelings, and sensations. The course will also provide opportunities for individuals to apply mindfulness in their personal and professional lives.

53
Coordinated Care for People with HIV/AIDS in Drug and Alcohol Treatment
Instructor: Paule Toynton
This course will examine and attempt to bridge the challenges of coordinating care for people who are HIV/AIDS and recovering from alcohol and/or drug problems. The course will cover strategies for working with clients and dual and multiple diagnoses. Behaviors that put people at risk for HIV are often not discreet from risk behaviors of addiction, mental health and other chronic conditions. The course will focus on strategies for assessing and linking persons to care for services within and across various sectors of care. A special emphasis will be placed on strategies for engaging persons who are HIV/AIDS and recovering from alcohol and/or drug problems in care to improve health outcomes.

54
Practicing the Principles of Recovery: An Experiential Course for Counselors
Instructor: James F. Emmert
Current research demonstrated that reduction in relapse is directly correlated to regular participation in 12-step programs. The early introduction to the patient of the principles underlying the steps can assist greatly in the bonding between the patient and the 12-step group, thus contributing to more positive outcomes. The course will examine these principles and present innovative means and techniques of introducing them to patients in non-confrontational ways. The workshop techniques can be valuable in working with patients who have relapsed.

55
Living an Authentic Life: The Search for Self
Instructor: Gregory McBride
Living an Authentic Life: The Search for Self is a 12-week, experiential course that focuses on the development of self-awareness and personal growth. The course aims to help participants explore their own unique spiritual pathways and connect with their higher selves. Through a combination of guided meditations, journaling, and group discussions, participants will learn to cultivate a sense of inner peace, self-acceptance, and purpose. The course will also cover techniques for managing stress, improving relationships, and achieving a sense of purpose and fulfillment. By the end of the course, participants will have a greater understanding of their own spiritual journey and how it can impact their daily lives. The course will be interactive and hands-on, allowing participants to experience the concepts and techniques firsthand.

56
The Psychology of the Soul
Instructor: Thomas E. Legere
Psychology, which literally means "the study of the soul," often has a bad reputation. There is a number of misconceptions about the work in counseling typically concerns itself with ego adjustment. In this course, we will return to the soul’s 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 those who profess agnosticism or atheism. If you are looking for a course to help you deal with the sometimes touchy topic of spirituality, this is the course for you.

57
The Spirituality of Addiction
Instructor: Craig Nelson
This course focuses upon spirituality as a major component of the addiction-recovery process. The instructor will explore with the class the nature of addiction and the varieties of spiritual experience. How can addiction recovery be characterized as a major spiritual issue? This course will explore: (1) the phenomenology of crisis in our individual lives and its potential applicability to addiction, and (2) the 12 Steps of Alcoholics Anonymous. An experiential and interactive course. The instructor will discuss how the principles, power and practice of discernment and suggest how such a model can be found in the practice of 12-step recovery. The instructor will discuss how addiction takes over the human drives and reduces the individual to a provider state. In so doing, addiction pushes the person away from higher human spirit and higher spirituality, for to be truly human is to be truly spiritual and to be truly spiritual is to be truly human.

58
Spirituality vs. Religion: An Obstacle to Recovery
Instructor: Alvin Q. Taylor
This course will focus on clarifying one’s understanding of spirituality vs. religion and the implications for the 12-Step Recovery Program. Through dialogue and discussion, the course will explore both the historical and contemporary meaning of both spirituality and religion and the journey towards its discovery is often known as the attainment of wisdom. Using simple methods and techniques this course will enable the group to understand the wisdom and the attainment of the chosen life. This course requires participation on the part of the student and may incorporate initiation of a personal nature (especially related to one’s spiritual understandings and beliefs). The techniques used are simple but may be emotionally demanding.

59
Healing the Wounded Child: ATOD Prevention with Children of Substance Abusers
Instructor: Jani Wheeler
This course will explore strategies for identifying, assessing and working with young children of substance abusers. Topics will include: (1) healing games; (2) art and play therapy; (3) identification and assessment tools; (4) effects of addiction on a family; and (5) effects of addiction on a young child. Educational components will include lecture, role play, healing games, audio-visual aids and discussion. Participants will learn strategies helpful to help heal children wounded by their parent’s substance abuse, thus preventing intergenerational cycles of abuse.

60
Evaluation and Accountability: Documenting What Difference Your Program Makes
Instructor: David S. Anderson
Evaluating what programs provides images of challenges that are unimaginable. That is, "how could I have a role in evaluation?" Any program leader, whether formal or informal, can have a significant role with planning evaluation strategies and methodologies. This course is designed to "take the sting" out of evaluation; regardless of prior experience, all participants will gain competence in data collection and commitment for addressing key questions surrounding any program.

Specific questions incorporated within this course include: (1) how do you know that your program is making a difference in the lives of those you serve? (2) what is the difference that you want your program or service to make? (3) how can organizations or groups with limited funding, few resources, and modest expertise address these in a reasonably proficient way? (4) what strategies will be helpful in doing the program's effectiveness, cost-effectiveness, the receptivity by multiple audiences, and the processes used?

This course is designed for professionals in a range of settings (community, treatment center, school, non-profit organizations or others) for a range of approaches (including treatment, prevention, and planning and evaluation models).

Participants will participate in visioning processes and will engage in a thorough understanding of the range of planning, approaches, when to implement them, and how to engage others in their implementation. Careful attention will be provided to instructional strategies that use informal processes and the range of resources available for their assistance. Each participant will prepare a design and plan for immediate implementation.

61
Motivation and Supervision of Counseling Staff
Instructor: Anthony Cornfield
The supportive, educational, administrative, and performance management purposes of supervision are considered in the context of developing the skills needed to serve in that role. The supervisory function requires that mediate results. Participants will work with a framework for improving supervisory processes and managing outcomes.
The New Jersey Certification Board has provided the following approval numbers:

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"The courses, seminars, meetings, and general interactions between students and teachers are structured in such a way that at times it fell as if time had stopped and we had no choice but to take an inventory of where the field has been and where it is now."

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

Previous attendance at a School, Institute or Conference on Alcohol/Drugs: Year(s) of attendance:  

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

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<td>10:15 A.M. - 12:15 P.M.</td>
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<td>1:45 P.M. - 3:30 P.M.</td>
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Enclosed is my check for the $125.00 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of N.J.

Signature ___________________________ Date ___________

Please charge my MasterCard/Visa account for the $125.00 non-refundable deposit:

A/C No. ___________________________ Expiration Date ___________________________

Signature ___________________________ Date ___________

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

(over)
July 8 – July 13, 2007

Housing/Meal Plan Reservation Form (Deadline: June 15, 2007)

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); or Option 3: an air-conditioned single occupancy room (private bathroom, 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) may be included with your tuition deposit of $125.00. (Note: Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 8.) 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 for the University for the numbers of students who sign up for the housing/meal plan through this reservation form. Notice of cancellation of the housing/meal plan must be received in writing three weeks prior to the school; otherwise, the student will be charged the full amount for the housing/meal plan.

Note: Housing (i.e., Friday and Saturday evenings) will be available between the programs for individuals enrolled in both the Institute and the School. The cost for both days is $120.00; please note that the meal plan will not be available during the weekend. Also, special arrangements for housing on the Saturday prior to the program may be made, the cost of each night is $60.00. Weekend housing and pre-and post-program housing must be made with the office by June 15, 2007.

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

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 __________

July 15 – July 20, 2007

School of Alcohol and Drug Studies

ABOUT THE SCHOOL

The School of Alcohol and Drug Studies was founded at Yale University in 1943 as the Summer School of Alcohol Studies and moved to Rutgers University in 1962. E.M. Jellinek, Sc.D., was the school’s first director. Howard W. Haggard wrote that the school was undertaken “as an experiment in social education” to make the findings of scientific research applicable to the actual problems of alcohol in the community. The 2007 School of Alcohol and Drug Studies will be the sixty-fifth annual session. The director of the school is Daill Glisson Miligram, Ed.D.

Over the years, students have attended the school from each of the fifty states, the Canadian provinces, and forty other countries. They include men and women who have pioneered roles in the establishment of programs of treatment, education, and research. With the sponsorship of the Center of Alcohol Studies, Mary Mann, a student in 1934, founded the National Committee for Education on Alcoholism; this organization later became the National Council on Alcoholism and Drug Dependence. The Reverend David Works, Ernest Shepherd, and Wayne Werner, with the help of Eltfior Henderson, founded the North Conway Institute in 1951. Summer School faculty helped to establish what is now the Education Section of the Alcohol and Drug Problems Association.

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.

APPLICATION DEADLINE AND DEPOSIT

Applications will be accepted until June 15, 2007. However, early application is advised to ensure a place. 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 N.J. 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 Coordinator
Center of Alcohol Studies
Rutgers, The State University of New Jersey
807 Allison Road
Piscataway, New Jersey 08854-8001
Telephone: (732) 445-4317
FAX: (732) 445-3500
E-mail: collins@ncl.rutgers.edu

COSTS

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

Tuition $775.00
Housing/Meal Plan $490.00
Total $1,265.00

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 N.J. MasterCard and Visa will be accepted. Wire transfer charges must be paid by the sender.

20
For students staying on campus, three housing options are available on a first come, first served basis: (1) an air-conditioned double occupancy room with private bath (Storer Hall); (2) an air-conditioned two-person apartment (i.e., private bedroom with shared bath in University Center); or (3) an air-conditioned single occupancy room with private bath (Storer Hall). There is a supplemental housing charge of $100.00 per option 3 (single occupancy, Storer Hall). University Center room rates including housing, buildings, including individual rooms; linen, towels, and maid services are provided in both housing options. Each housing option includes a meal plan that begins with Sunday dinner and ends with Friday lunch. University housing is not available for unregistered individuals.

Enrollment in one or two courses: Arrangements can be made for students who wish to take only one or two courses and not participate in the A.5 CEU (45-hour program), i.e., three courses, lectures and seminars. (Please note: A four-hour per day course (i.e., 24 hour two session course) will cost $225.00. The certificate received by an individual is based on completing two courses would reflect this; that is, 1.2 CEUs (12 hours) toward certification. Recertification certification will be awarded for one course and 2.4 CEUs (24 hours) will be awarded for two courses. The cost per hour is $300.00, two courses are $525.00. Please note: Though individuals taking one or two courses are welcome to attend the lectures and seminars, verification of attendance at these events will not be possible, (housing accommodations are not available to students taking this option.)

Scholarships

The School has no scholarship funds of its own. However, it does assist in the administration of the following scholarships: (1) full scholarships through the Alumni Association that cover tuition and the room/meal plan, but not travel; (2) full medical student fellowships through the Scarsdale Family Foundation that cover tuition, the room/meal plan, and a stipend to assist with travel; and (3) tuition support awards through the New Jersey Department of Human Services, Division of Addiction Services (do not include the room/meal plan or travel). Applicants can apply for any of the scholarships listed above. Please note: Alumni Association scholarships, Scarsdale medical student fellowships, and New Jersey Department of Human Services tuition support awards are also offered at the Institute 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 applicants must be received by the end of the business day on May 15, 2007. Each applicant must send the following information: (1) a completed SADS general application form (found at the end of the SADS section) and (2) an application from the Scarsdale Family Foundation, the room/meal plan, and a stipend to assist with travel. (3) Tuition support awards through the New Jersey Department of Human Services, Division of Addiction Services (do not include the room/meal plan or travel). Applicants can apply for any of the scholarships listed above. Please note: Alumni Association scholarships, Scarsdale medical student fellowships, and New Jersey Department of Human Services tuition support awards are also offered at the Institute of Alcohol and Drug Studies.

July 15 – July 20, 2007

School of Alcohol and Drug Studies

DAILY TIME SCHEDULE

Sunday 12:00 - 5:00 p.m. Registration Sign-In (pre-registration required)
2:00 - 6:00 p.m. Lecture
Dinner (meal plan begins)
7:00 - 9:00 p.m. Lecture
Monday - Wednesday
8:00 - 10:00 a.m. Class
12:15 - 12:15 p.m. Class
1:30 - 3:30 p.m. Class
3:45 - 5:15 p.m. Special Interest Seminars and Mini Courses
7:00 - 8:00 p.m. General Lectures
8:45 p.m. Facilities are available for group meetings, as students request; for example, the fellowship of A.A.
Thursday
8:00 - 10:00 a.m. Class
10:15 - 12:15 p.m. Class
1:30 - 3:30 p.m. Class
3:45 - 5:15 p.m. Special interest Seminars and Mini Courses
6:00 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) in addition to the ten hours spent in class, instructors will assign two hours of outside work (e.g., journal, group, etc.) to equal twelve hours per course; (2) the schedule of lectures/seminars/mini courses will be distributed during Sunday registration; and (3) Friday classes conclude at 12:15 p.m.; certificates will be awarded immediately following classes.

A letter from the applicant should: (1) indicate his/her interest in being considered for tuition support, (2) certify that he/she meets the above criteria, and (3) indicate how the applicant will benefit the applicant's work. A completed SADS general application form (found at the end of the SADS section) must also be submitted. Please note: In order to be reviewed, the request for tuition support together with the application must be received in the Education and Training Division of the Center of Alcohol Studies on, or before April 30, 2020. The number of tuition awards to qualified individuals is limited, it is recommended that interested applicants apply as soon as possible.

Certificate

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

The School of Alcohol and Drug Studies has been approved by the National Association of Alcohol/ Drug Abuse Counselors for 45 continuing education hours.

Scarsdale medical student follows (SADS ‘08) and their instructor, Dr. Mark Wolfen (left)
**Courses**

**July 15 - July 20, 2007**

**School of Alcohol and Drug Studies**

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<th>Instructor(s)</th>
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<td>John C. Wolfe</td>
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<tr>
<td>(Both 8:00 and 10:15 sessions required)</td>
<td>C303B</td>
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<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td><strong>Instructor:</strong> John C. Wolfe</td>
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<tr>
<td>This course is for non-medical professionals who wish to be more</td>
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<tr>
<td>familiar with the signs and symptoms of chemical dependence and the</td>
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<td>classification of substances, an understanding of the DEA’s Schedule,</td>
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<td>laboratory findings, detoxification, drug testing, monitoring, medical and</td>
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<tr>
<td>medical chemical dependency, and treatment. Co-morbidities and</td>
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<td>complications of addiction will be included. There will be particular</td>
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<td>emphasis on communication between non-medical providers and physicians.</td>
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<td>This course will include an assessment of the students’ ability to</td>
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<td>follow feedback and direction as a means of skill development.</td>
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| **July 15 - July 20, 2007**

**School of Alcohol and Drug Studies**

**Courses**

Students are expected to register for these courses. The courses should be in the student’s special areas of interest and qualification.

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

Each course will meet for 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: 86 Criminal Justice (45-hour program which includes three sessions per day plus other scheduled sessions), 96 Addiction Medicine for the Counselor (two sessions per day), 87 The Seven Criteria of Emotional Health (two sessions per day), 86 The Integration of Psychodrama, Sculpting, and Cognitive Approaches in Treating Addiction (two sessions per day), 468 Anger/Agression and Addictive Processes: Clinical Course (two sessions per day), 70 Creative Approaches to Counseling (two sessions per day), 87 The Diagnoses and Treatment of Chemical Dependency Disorders (two sessions per day), 218 David: I Go From Here: A Search for Authenticity (two sessions per day).

Each of the two sessions per day courses meets four hours per day, plus four hours of outside work, for a total of twenty-four hours. Each of the three sessions per day courses meets six hours per day plus six hours of outside work for total of thirty-six hours.

**8:00 A.M. - 10:00 A.M. (#65-86)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>Criminal Justice (8.00, 10:15 and 1:30 sessions required)</td>
<td>66</td>
<td>CJC</td>
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<tr>
<td><strong>Instructors:</strong> Eileen Egan, Carolyn Haskie and Richard Tally</td>
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<tr>
<td>The &quot;when&quot; and &quot;how&quot; of criminal behavior as it is complicated by addiction</td>
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<tr>
<td>will be the focus of this course. Included will be a review of current</td>
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<tr>
<td>drugs of abuse and options for treatment. Professional responsibility,</td>
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<tr>
<td>addressing both legal and ethical issues, will be discussed from the</td>
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<tr>
<td>perspective of the criminal justice professional and the addiction</td>
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<tr>
<td>counselor. The course will offer an overview of corrections settings, the</td>
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<tr>
<td>theories (justifying a specific role), the treatment processes involved, and</td>
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<tr>
<td>the role of treatment. Supervisory strategies, including drug testing, will</td>
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<td>also be included.</td>
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<tr>
<td>An understanding and examples of resources and assessment tools designed</td>
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<tr>
<td>to identify criminal behavior, addiction, mental health issues, probationer’s</td>
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<td>environment and life issues will be offered. The goal will be to integrate</td>
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<tr>
<td>the information and develop a treatment plan. Combining techniques from the</td>
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<td>substance abuse field and the criminal justice field, the course will target</td>
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<td>broad range of services and the applicable sanctions and incentives.</td>
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<td>Record keeping and reporting of probationer’s status will be detailed.</td>
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<tr>
<td>The sessions will also be exposed to an overview of counseling techniques and</td>
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<td>client centered issues. Group and individual counseling skills, plus other</td>
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<td>viable resources, will be included.</td>
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| **July 15 - July 20, 2007**

**School of Alcohol and Drug Studies**

**Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>Anger/Agression and Addictive Processes: Clinical Course (two sessions per</td>
<td>C304A</td>
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<td>day)</td>
<td>C304B</td>
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<tr>
<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td><strong>Instructor:</strong> Ronald Foster-Ellen</td>
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<tr>
<td>This course will offer participants an opportunity to discuss and analyze</td>
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<td>current situations in which their clients experience co-existing anger</td>
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<td>aggression and addiction problems. Specific topics that will be covered</td>
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<tr>
<td>1) treating anger concerns during treatment and aftercare;</td>
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<td>2) domestic abuse and addictive processes; c) attachment disturbance,</td>
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<td>aggression and addiction; d) anger styles/addictive styles; e) adapting</td>
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<tr>
<td>anger management approaches for use in an addiction treatment program; and</td>
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<tr>
<td>f) student-generated topics.</td>
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<tr>
<td><strong>Creative Approaches to Counseling Special Populations</strong></td>
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<td>(Both 8:00 and 10:15 sessions required)</td>
<td>C301A</td>
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<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td><strong>Instructor:</strong> Cheryll D. Rease</td>
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<tr>
<td>This course is designed to assist counselors in treating Christian</td>
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<tr>
<td>and Jewish clients, as well as African, Latino/Hispanic, gay and lesbian</td>
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<td>and adolescent clients utilizing creative tools and techniques that</td>
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<tr>
<td>include intuitive approaches, mind-body connections, spirituality, and</td>
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<tr>
<td>focuses on the crucial role one’s attitude, personal beliefs, values</td>
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<td>and adaptability play when counseling a diverse population. The</td>
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<tr>
<td>curriculum introduced in the course are variable when one is working</td>
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<tr>
<td>a multicultural context. An interactive and experiential</td>
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<tr>
<td>format reinforces the various techniques introduced in the course which</td>
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<tr>
<td>focus on music, eye movement desensitization and reprocessing (emdr) and</td>
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<td>cultural traditions that strengthen the therapeutic process.</td>
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<td>**The Integration of Psychodrama, Sculpting, and Cognitive Approaches in</td>
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<tr>
<td>Treating Addiction (Both 8:00 and 10:15 sessions required)</td>
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<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td>(Both 8:00 and 10:15 sessions required)</td>
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<tr>
<td><strong>Instructor:</strong> Claudia A. Blackburn</td>
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<tr>
<td>This skill-based course is introduced to teach participants how to use</td>
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<tr>
<td>psychodrama and sculpting in treating addictions. Moreover, participants</td>
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<tr>
<td>will learn how to incorporate cognitive-behavioral interventions through the</td>
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<td>medium of these experiential methods. Along with a theoretical presentation</td>
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<td>and practical instructions on how to direct and process psychodrama and</td>
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<td>sculpting exercises, all of the activities of the course will be included.</td>
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<td>Active demonstrations of strategies and stories that focus on early</td>
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<td>treatment issues will be the initial focus, including enunciation of</td>
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<td>motivation and readiness for treatment, decreasing severity of</td>
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<td>addiction, and facilitating awareness of the consequences of use.</td>
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<td>This training will also explore and incorporate a wide range of</td>
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<td>psychological skills and sculpting exercises that address treatment</td>
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<td>barriers and resistance, relapse risks, and recovery tools. Moreover, this</td>
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<td>course will provide an opportunity for participants to learn how to</td>
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<td>practically use these approaches. Participants must be active</td>
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<td>and demonstrate a willingness to assist in role-playing and</td>
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<td>simulation exercises. It is expected that participants are comfortable</td>
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<td>with self-exploration and the ability to receive feedback and direction as a</td>
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<td>means of skill development.</td>
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<tr>
<td><strong>Longing and Belonging:</strong> Applications of Attachment Theory in Treating</td>
<td>C304A</td>
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<tr>
<td>Chemical Dependency Disorders</td>
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<tr>
<td><strong>Instructor:</strong> Bruce Carnuth</td>
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<tr>
<td>Using contemporary attachment theory as a frame of reference, this course</td>
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<tr>
<td>examines the difficulties experienced by many recovering chemically</td>
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<td>dependent people in finding meaning and satisfaction in experiences of</td>
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<td>connecting and feeling secure in relationships. The course builds skills</td>
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<td>in therapeutic work with individuals and groups exploring meanings of</td>
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<td>belonging and subjective experiences of attachment. A primary focus is</td>
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<td>in understanding how a developmental failure in secure attachment is</td>
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<td>exacerbated by addiction and then examines full and meaningful participation</td>
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<td><a href="mailto:in@gmail.com">in@gmail.com</a> (5-12 programs), couples, psychotherapy and other healing</td>
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<td>resources. Without intervention, these failures lead to further inhibition in</td>
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<td>exposing and sharing self in intimate relationships. The treatment</td>
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<td>approach advocated in the course is the leader’s synthesis of psychodynamic,</td>
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<td>psychodynamic and humanistic theory and practice integrated with</td>
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<td>contemporary attachment theory. Emotionally Focused Therapy, a specific</td>
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<tr>
<td>approach to couples, family, and individual therapy will be explained to:</td>
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<tr>
<td>(1) theory and conceptual frameworks; (2) clinical method and process; and</td>
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<tr>
<td>(3) self-exploration and understanding.</td>
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</tbody>
</table>
**Enhancing Hope and Resilience in the Treatment of Trauma and Addiction**

**Instructor:** Patricia A. Burke

Recent research demonstrates a strong relationship between spirituality and pain management. This course explores the meanings of spirituality, hope, and resilience as intervening factors in the treatment of trauma and pain management. We will discuss strategies to promote spirituality, hope, and resilience. The course will explore the interplay of spirituality, hope, and resilience and how these factors influence pain management. We will also examine the role of spirituality and hope in the treatment of addiction.

**Brief Therapy for Substance Abuse**

**Instructor:** Jack M. Schick

Recovery is broken down into stages and each stage requires a different approach. This course develops a range of standard counseling therapies that can be applied to meet a succession of treatment goals/objectives. We will discuss strategies for developing a treatment plan and the components of effective therapeutic strategy. Among the brief therapies considered are: behavioral therapy, cognitive, psychodynamic, social learning, and existential therapy. We will explore the use of these therapies in the treatment of addiction.

**Assessment and Referral Interviewing Techniques Designed to Reach the Resistant and Daring Client**

**Instructor:** James F. Emmert

This course is designed to enable intake counselors, EAP counselors and general practitioners to develop interviewing 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 the need for treatment. Additionally, guilt, especially residual guilt, increases the difficulty of recovery from addiction. It is possible to utilize moderate amounts of shame and guilt in the service of positive growth. The key theme for this class will be cognitive and creative interventions to reduce these feelings. This course will focus on an understanding of how shame and guilt can be helpful to the recovering person.

**Shame, Guilt and Addiction**

**Instructor:** Patricia S. Pottier-Elron

Shame, a feeling that the self is worthless, unsavory, and bad, often leads to withdrawal from human interaction in favor of different or other addictive pursuits. Excessive shame may impair the therapeutic treatment of addiction and increases the probability for relapse after treatment. Additionally, guilt, especially residual guilt, increases the difficulty of recovery from addiction. It is possible to utilize moderate amounts of shame and guilt in the service of positive growth. The key theme for this class will be cognitive and creative interventions to reduce these feelings. This course will focus on an understanding of how shame and guilt can be helpful to the recovering person.

**Alcohol and Drug Metabolism:**

**Instructor:** Suchilama Ray

Prevention and treatment of alcohol/substance use disorder would benefit greatly from an understanding of memory processes and emotional self-control processes. For example, heavy drinkers explicit (explicit) memory for alcohol prevention messages (e.g., driving leads people to commit accidents) decreases after a few drinks, their explicit (automatic) memory for these messages remains intact, and the likelihood that they will act on these messages is improved by 1 day, we will discuss the relevant theory and research on implicit and explicit memory processes and their neural bases. 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 on the role of cerebellum 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 prevention and treatment programs.

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**School of Alcohol and Drug Studies**

**Instructor:** Beate Ann Weinstein

DSM-IV-T, with its over 350 separate psychiatric diagnoses, including substance use disorders, is used by clinicians and researchers alike for research, statistics and insurance reimbursement. This course will present a useful and organized method for determining which of the 350 diagnoses is appropriate for using brief therapy and the components of effective therapeutic strategy. Among the brief therapies considered are: behavioral therapy, cognitive, psychodynamic, social learning, and existential therapy. We will explore the use of these therapies in the treatment of addiction.

**Mindfulness-Based Counseling**

**Instructor:** David J. Powell

Research has shown that people who participate in mindfulness programs experience significant improvement in both physical and psychological symptoms, as well as major positive changes in their lives. The course will consider the value and perceptions of mindfulness. This course is an opportunity for health care professionals to be trained in mindfulness meditation practices. Themes of this course include: mindfulness as an alternative to mindfulness throughout the training, through both formal and informal practices, in silence, conversation and dialogue; mindfulness approaches to the experience and expression of stress, pain, grief, and anxiety within ourselves and with others; organizing and guiding others in the formal and informal practice of mindfulness; the role of meditation in various settings; review of the research supporting the clinical value of mindfulness practices; and the importance of the elements of a viable mindfulness approach to counseling, including specific program structure and content, assessment and screening of participants, and understanding the role of these principles in domains of non-learning, compassion and wisdom that underline mindfulness practice. Since a cardinal principle in doing mindfulness work in counseling is that it must come out of one's own experience and wisdom, and guided by personal interest, mindfulness is an effective tool for personal and professional development. As a result of this course, participants will be better prepared to incorporate this approach to their own personal and professional development.

**Twelve-Step Spirituality**

**Instructor:** Thomas E. Legere

The purpose of this course is to explore in-depth the spiritual nature of the 12-step program. We will examine the origins of the 12-step process, focusing on the psychology and 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.

**Adolescent Drug Use—Parenting and Prevention**

**Instructor:** David Rosennke

The purpose of this course is to review the 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 student with an overview of currently used and outdated prevention programs that have the least and most impact on the overall onset of chemical dependency. A review of risk and protective factors will 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 approaches to which prevention programs making a difference in their community. No evaluation experience is necessary and the course is intended to help program directors and staff familiarize themselves with concepts and practices. Students will be able to work with external evaluators as well as develop their own evaluation 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.
COURSES

10:15 A.M. - 12:15 P.M. (#65, 66, 67, 68, 69, 70, 87-104)

Please note: Three class sessions per day are required for #65 Criminal Justice. Two class sessions per day are required for #66 Addiction Medicine for the Counselor.  #67 The Seven Criteria of Emotional Health, #68 The Integration of Psychodrama, Sculpting, and Cognitive Approaches in Treating Addiction, #69 Anger/Aggression and Addictive Processes: Clinical Course and #86 Where Do I Go From Here: A Search for Authenticity.

65 Criminal Justice
(8:00, 10:15 and 1:30 sessions required.)

Instructor: Ellen Egan, Carolyn Hodge and Richard Talty
See 8:00 A.M. for course description.

66 Addiction Medicine for the Counselor
(Both 8:00 and 10:15 sessions required.)

Instructor: John C. Wolfe
See 8:00 A.M. for course description.

67 The Seven Criteria of Emotional Health
(Both 8:00 and 10:15 sessions required.)

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

68 The Integration of Psychodrama, Sculpting, and Cognitive Approaches in Treating Addiction
(Both 8:00 and 10:15 sessions required.)

Instructor: Claudia A. Blandon
See 8:00 A.M. for course description.

69 Anger/Aggression and Addictive Processes: Clinical Course
(Both 8:00 and 10:15 sessions required.)

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

88 Where Do I Go From Here: A Search for Authenticity
(Both 10:15 and 1:30 sessions required.)

Instructor: Gregory McBride
See 8:00 A.M. for course description.

90 Psychological Trauma Syndromes and Addictions Treatment

Instructor: Bruce Cannuth

Psychological trauma syndromes represent a significant impediment to recovery from addictive illness and can significantly hinder personal, interpersonal and spiritual growth in sobriety. This course explores a variety of trauma syndromes including acute stress reactions, grief reactions, cumulative childhood adversity, post-traumatic stress disorders and complex PTSD and examines how these disorders manifest at different stages of addiction recovery. A framework for treatment that integrates psychosocial, behavioral, cognitive and affective approaches to change is presented and practiced in the class. Emphasis is on working with clients in early recovery from addictive illness.

Specific attention is given to working from a strengths perspective, assessing the client to build and maintain resilience, enhancing hope and maintaining connection to others. Counselor self-support is an ongoing agenda throughout the week.
**From Abuse to Dependency: Understanding the Process**

Instructor: Thomas E. Legere

This course will provide a good, overall introduction to the diseases of addiction as well as drug dependency. We will explore the step-by-step progression of the disease on every level: physical, mental, emotional, and spiritual. We will also look at the differences in the way a person with a drug dependency develops a dependency. In addition, we will examine all of the major defense mechanisms that people use. This course is designed to familiarize students with all of the basics in the field of alcohol and drug dependency.

**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 drug abuser. Issues surrounding intervention will be discussed, along with family involvement, case management techniques and follow-up.

**Assessment, Treatment Planning and Case Management for Co-Occurring Disorders**

Instructor: Phyllis Revly

This course will examine Axis I and II mental health diagnostic areas which commonly co-occur with substance dependence and abuse. Various forms of assessment and diagnosis of drug-abusing patients will be covered along with the DSM-IV terminology. Issues surrounding the assessment and treatment of co-occurring disorders will also be discussed.

**Listening and Interviewing Skills for Addiction Counselors**

Instructor: Patricia A. Burke

This course will provide an opportunity for participants to build and enhance their interviewing skills. Both individual and interpersonal interviewing will be investigated. We will explore the concepts of deep listening and skillful interviewing and put them into practice through role plays and other experiential exercises designed to enhance your 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. Participants will actively contribute to the classroom learning environment and have a commitment to self-reflection and self-responsibility.

**Dialectical Behavior Therapy: New Hope for Borderline Personality Disorder**

Instructor: Betty Ann Weinstein

Dialectical Behavioral Therapy (DBT) is a new cognitive-behavioral treatment model developed for patients who have difficulty controlling emotions and behaviors. It has been found to be effective with borderline personality clients, as well as those in early recovery.

**Sexuality as an Aspect of Treatment**

Instructor: David J. Powell

This course establishes a common language when addressing sexual issues with patients. It presents the latest research findings on the relationship between substance abuse and sexual dysfunction. It provides an approach by which addiction counselors can address sexuality in recovery, in incremental stages, as greater patterns of personal accomplishments allow. The PESST model for sexual treatment will be applied to substance abuse treatment: Permission giving, limited information, specific suggestions, and intimacy therapy (for those needing more in-depth treatment for sexual dysfunction). The course teaches how to take a sex history from patients in an unconditional, non- voyeuristic manner.

**Stress and Addiction: A Mutual Partnership**

Instructor: Robert I. Lynn

This course will examine the major issues that are associated with stress and burnout in the addictions field. Burnout can occur in most careers or organizations where service to high-risk populations is a highly susceptible group. Stress and addiction often share a similar underlying experience. Participants will gain a challenging new insight both on both client and counselor. In this course, stress and addiction will be explored in relation to counseling theory. Treatment designs for program management, and from an individual perspective. Interventions will be discussed on both the individual and organizational level. Acknowledging that stress and burnout are not 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 helps brings it about). The course will be presented in an informal, relaxed manner and will be a combination of didactic teaching with small group interaction. Course materials will be presented in a manner that is clear and easy to follow. The course will be presented in an interactive and supportive manner. Participants will be encouraged to participate and to present their experiences and ideas related to the course material.

**Cultivating Virtue and Character Strengths in Recovery**

Instructor: Jack M. Schillb

Beyond abstinence the process of recovery aims to enhance client happiness. Positive psychology is a new perspective on recovery, it highlights the flourishing of our innate positive characteristics, virtues. Overcoming "character defects" is traditionally proposed in 12-step programs but these concepts are not addressed in formal treatment programs. In this course we will describe and assess "happiness" along with 24 character strengths/virtues. Then we will prescribe specific techniques which help the client cultivate these character strengths. This clinical information and skills are applicable to a client who needs to reconstruct their personality strengths due to chronic substance abuse and related trauma. We will provide sufficient information to structure a specific program component on developing a character strengths and a life of virtue in recovery.

**Professional Ethics**

Instructor: James F. Emmett

This course investigates the current ethical questions in the field of addiction treatment. It presents the theories for ethical decision making and provides guidelines for making ethical decisions in the workplace. The course examines the themes that underlie decision making in an organization. It is particularly helpful for the clinician who wants to prepare for professional and ethical standards. The course will be presented in a practical and non-technical manner. Participants will be encouraged to participate and to present their experiences and ideas related to the course material.

**Funding Your Services and Programs: Grant Writing, Preparation, Documentation, and Accountability**

Instructor: David S. Anderson

While many program leaders would love to have unlimited funding with few or no requirements, the reality is that funding is often limited. It is crucial for providers to be familiar with the types of funding that are available, including federal and state funding opportunities, and how to prepare proposals for funding. The emphasis will be upon preparing clear and reasonable foundations that are sustainable for funding strategies. The conference will include in-depth sessions on the processes for preparing a more convincing case for funding. Included in this course will be the inclusion of evidence-based approaches, a clear evaluation in the field that relate to providing quality addiction treatment, including the ramifications of managed care in healthcare delivery, setting professional boundaries within an organization is also addressed. Participants work in small groups on case studies of simulated work situations. Emphasis is placed on the role of prevention, referral, enrollment, and treatment. Participants also learn how to conduct self- evaluations of their performance in relationship to operating by a defendable code of Ethics in the field.

The following topics are also covered: how to effectively utilize clinical supervision and how to devise a Personal/Professional Growth Plan to promote one's own professional development and effectiveness.
July 15 – July 20, 2007
School of Alcohol and Drug Studies

design that includes both process and outcome measures, needs assessment resources, and the importance of getting partners for project preparation and support. Following these are also highlighted, including strategies for maintaining the grant as well as preparing for continuity of services following the completion of grant funding.

104 Completing Your Portfolio and Writing Your Case Presentation for Initial Certification
C103A
C103B

Instructor: Edward McDonnell
The course will assist students in completing their portfolios, writing their case presentations, and preparing for their oral presentations for initial certification. Requirements of the Initial Certification and Reciprocity Consortium Alcohol and Other Drug Abuse, Inc. will be followed. Seven states, 10 countries, and the US Air Force, Army, Navy, and Marine Corps use the ICAC/ACODA for certification. Individual supervision will be provided.

105 Substance Abuse Literacy: Pharmacology of the C103A
C103B

Instructor: Edward J. Flynn
The course will focus on the pharmacology of street drugs and its relationship to the biopsychosocial disease process. The course will analyze the biological aspects, the psychological aspects and the social aspects of the disease process. The effect of drugs on each of these aspects will be presented in terms of symptoms, causes and cures. The goal of the course is to develop the idea of substance abuse literacy as a familiar and faculty with the major assumptions, concepts and theories in the field. The material will be discussed and applied. Illustrations will depict the role of substance abuse literacy in prevention, treatment and advocacy issues. Particular emphasis will be placed on the developmental nature of the disease and the role that pharmacology can play in early intervention and treatment.

106 Screening, Intake, Orientation and Assessment of C205A
C205B

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. This course will provide participants with the information necessary for the CADC certification process and continue on to examination.

107 Treatment Planning
C203A
C203B

Instructor: Phyllis Rally
The groundwork for treatment planning is a strong assessment culminating in a clinical summary or formulation of the client’s problems in each biopsychosocial dimension. In short, the formulation is a narrative synthesis 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 (initial and updated); work with clients; and learn to interpret the data to recommend the level of care. Targeted therapeutic changes in treatment will be outlined. Participants will review the steps needed to develop hands-on experience in writing problems, goals and objectives. Case histories and treatment planning instruments such as the LOC-RI, RAAT-E and RAAT-QI will form the basis for developing treatment plans and deciding placements. Lectures, discussions, and class participation will be utilized.

108 Family Therapy for Addiction Counselors
C208
C405

Instructor: Robert J. 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.

109 Counseling the Professional Client
C202
C404

Instructor: William J. Kane
Addiction and related problems affect all members of society, including executives, clergy, physicians, attorneys, clients, social workers and nurses. These chemically dependent professionals are often neglected target populations with unique barriers for identification and intervention systems. Discussions about various techniques of techniques to guide the patient into treatment will be included. Evaluation and treatment techniques to overcome unique obstacles to the helping process. Perceived difficulties of integrating into 12-step recovery groups, return to work strategies, and future issues will be examined. Ethical and professional obligations with professional licensing agencies will be explored.

The course is designed to assist all counselors and other clinicians to develop experience and skills needed to motivate and help troubled professionals.

110 Depression, Sadness and Addiction
C402
C403

Instructor: Patricia S. Porter-Eiron
Until fairly recently depression and bipolar disorders were the hidden secrets of many recovery in recovery who had been told that they weren't working their programs if they were still depressed and/or agitated. Now, however, there is recognition that depression and bipolarity in addictive clients are very significant problems that both constantly threaten a person's ability to maintain recovery and/or to be able to enjoy life. "Unresolved" depression and the related problems of sadness, bereavement, grief, hypomania and agitation increase the likelihood for relapse. We will discuss therapeutic approaches to these concerns, including creative approaches based on mood change, cognitive change, and the increasing knowledge of the brain offered by modern science.

111 Acute and Post-Traumatic Stress Disorders: The Co-Morbid Relationship between Trauma and Addiction
C402

Instructor: Claudia A. Blackburn
Addicted individuals often use alcohol and other drugs to self-medicate the physiological and emotional ramifications of traumatic stress. At other times, alcohol drugs and compulsive behaviors can play a significant role in the occurrence of trauma among the addicted. More than ever, there is a growing body of empirical data supporting the co-morbid relationship between traumatic stress and chemical dependency. Within this specific population, the health care professional must tailor treatment to meet the unique needs of the client and to increase the probability of a successful outcome.

The central theme of this course is the role of trauma in the intervention, treatment and release prevention strategies used in assisting the addicted individual. The key components of the vulnerability model of trauma, self-medication theory and traumatic stress sequela are discussed to highlight the impact of trauma in the treatment process. In order to assist the clients and their families in managing the impact of their traumatic stress throughout the recovery process, treatment guidelines and clinical considerations are discussed using experiential video demonstrations and case presentations.

"The School of Alcohol and Drug Studies is a very rewarding experience."
112 Nutrition and Addiction: Exploring the Mysterious Connection  C020  C401
Instructor: Cheryl D. Reise
A course designed for participants prepared to explore the chemical imbalance of substance addiction and its interplay between recovery and relapse. This non-science course allows its group members to discover experimental methods of assisting clients to develop a wellness plan related to recovery as well as discuss proper functioning. The course includes video, role-playing and self-reflection as approaches to this learning environment.

113 Spirituality, Addiction, and Desire: Engaging Higher Power in the Process of Recovery  C020  C605
Instructor: Thomas E. Lagere
All addicts are looking for something. This course will examine the common patterns of the addict's quest, and concentrate on the role of higher power in the recovery process.

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.

114 A Comprehensive Approach to Counselor Self-Care  C604  C605
Instructor: Patricia A. Burke
The clinical and research literature suggests a strong relationship between substance abuse issues and trauma. Addiction counselors are likely to encounter clients with a history of trauma and/or current traumatic stress reactions in their clinical practice. In addition to the stress of working in addiction treatment contexts (including the pressures of managed care, high caseloads, and the demands of justifying treatment to funding sources), which may contribute to burnout, addiction counselors who work with trauma clients are also vulnerable to secondary trauma/compassion fatigue, vicarious traumatization, and sometimes intense countertransference reactions. This course will explore the impact of secondary trauma/compassion fatigue, vicarious traumatization, burnout, and countertransference on counselors with a holistic and comprehensive approach to self-care that can prevent and alleviate this impact. This course will actively engage participants in the development of their own person/professional self-care plans and give ample opportunity to integrate specific self-care activities and practices into their daily lives. Self-exploration and participation in group process are encouraged and supported for personal and professional growth.

115 The Art and Science of Prevention Programs and Practices  P103  P206
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 prevention programs and practices. Designed for professionals 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 reviews.

116 Substance Use and Abuse by College Students: Campus-Based Approaches to Prevention and Treatment  C604  C605
Instructor: Lisa Laftman
The course is designed to provide participants with a basic understanding of campus-based approaches to substance abuse prevention and treatment. Specific emphasis will be placed on three areas: (1) campus alcohol and drug policy; (2) education, training and intervention; and (3) clinical prevention and treatment. The course will be exposure 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, peer-to-peer and student assistance programs, intervention and the collection and dissemination of information about substance abuse prevention and treatment in higher education will be highlighted.

117 Current Ethical and Legal Issues in Management and Supervision  C501  C502
Instructor: David J. Powell
The ethical and legal issues in management and supervision have changed considerably over the past decade. There is a growing professionalism in the behavioral health field which views supervision as a specialty with standards and requirements. More is expected of managers than ever. Greater ethical and legal requirements are imposed on supervisors. Also, there is the need for an interdisciplinary approach to management.

The course focuses on current issues in management and supervision. The focus is to enhance the professional development of supervisors and supervises so as to adhere to the ethical codes, standards of conduct, local statutes, and certification/licensing regulations of each discipline represented in the supervision and management process. It addresses how to minimize exposure to possible legal or ethical violations arising from the supervisory roles. Accountability coupled with the need for a comprehensive set of resources to enhance the professional vigilance of supervisors.

118 Advanced Clinical Supervision  CCS  C507
Instructor: Jack M. Scholik
This course aims to help clinical supervisors address critical employee and supervisory issues. It also aims to help supervisors help counselors deal with highly resistant clients. We will examine assertiveness, conflict, and negotiation models of intervention. We will examine due process and ethical issues related to liability. Lastly, we will explore the problem of vicarious trauma, burnout, and practical issues of supervision brought by the students.

119 Community-Based Strategies for Youth, Adults and Elders: Shared Responsibilities for Meaningful Approaches  C407B  C407C
Instructor: David S. Anderson
When the message is made that it "takes a village to raise a child," it becomes clear that implementing community-based approaches is vitally important for youth prevention. Similarly, the "It takes a Village" theme is appropriate for all levels of treatment, prevention, and aftercare services, and for individuals of all ages. Community development strategies, partnerships and coalition building are all important components of substance abuse services. This course emphasizes comprehensive approaches for community settings, identifying appropriate roles for each of a variety of community organizations: local government, community-based organizations, schools-colleges, volunteers, businesses, law enforcement, treatment services, the faith community, and more. Current strategies for a range of audiences will be shared, including youth, adults, and elders. The importance of collaboration and shared responsibilities will be highlighted. Needs assessment and program monitoring strategies will be addressed. Approaches helpful for planning and implementing community-based initiatives will be highlighted.

Participants will engage in a visioning process, including attention to traditional prevention strategies as well as holistic, health and other emerging strategies. Participants will plan for immediate application with their own communities, and will revisit with increased confidence, skills, and energy for local implementation.

120 Does the Intervention Program Work? Recent. Only
Instructor: Christine M. Boyle
Many funding sources now require that funding programs be evaluated to assure that grant recipients are providing the promised service in the manner described and that the services provided are meeting the stated goals. This course will provide information about the basic techniques of program evaluation with an emphasis on practical, applied approaches. Focus will include both monitoring for the purpose of assessing the need for program change and determining program goal achievement. The course will include both discussion and practical application of process, outcome and impact evaluation strategies, the development of reliable and valid measures, and data collection procedures. Information about appropriate statistical analyses will also be presented.

Multiple evaluation design strategies will be discussed and students will demonstrate proficiency by developing evaluation proposals.
The New Jersey Certification Board has provided the following approval numbers:

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GENERAL APPLICATION FOR SCHOOL OF ALCOHOL AND DRUG STUDIES
JULY 15 - 20, 2007

Last Name | First Name | Middle Name
-----------|------------|-------------
Home Address | Street | City | State | Zip
Home Phone | Business Phone | FAX No.
Certification (Alcohol/Substance Abuse Counselor): Yes ☐ No ☐ [ ] If you, which state: E-mail:
Years of College | Highest Degree Awarded | College Attended | Dates
Name of Employer (Note: This address will be listed on roster) | Your Position | Work Hours
Business Address | Street | City | State | Zip
Describe your Present Duties (continue on other side if needed):
Previous attendance at a School, Institute or Conferences on Alcohol/Drugs: Year(s) of attendance:

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

8:00 A.M. - 12:00 P.M. (365, 66, 67, 68, 69, 70, 71 - 104)
1:30 P.M. - 3:30 P.M. (365, 66, 67, 68, 69, 70, 71 - 104)

1. ☐ Title __________ 1. ☐ Title __________ 1. ☐ Title __________
2. ☐ Title __________ 2. ☐ Title __________ 2. ☐ Title __________
3. ☐ Title __________ 3. ☐ Title __________ 3. ☐ Title __________

Enclosed is my check for the $125.00 non-refundable deposit drawn on a U.S. bank and payable to Rutgers, The State University of N.J.
Signature ____________________________ Date ____________________________
I authorize a MasterCard/VISA account for the $125.00 non-refundable deposit:
AVC No. ____________________________ Expiration Date ____________________________
Signature ____________________________ Date ____________________________

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

(over)
Housing/Meal Plan Reservation Form (Deadline: June 15, 2007)

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); or 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 if taking a single occupancy room) may be included with your tuition deposit of $185. N.D. Housing must be reserved in advance; rooms will not be assigned during registration on Sunday, July 15.) If you are a student with a disability requiring special housing arrangements, please attach a doctor's note to this form.

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

Note: Housing (i.e., Friday and Saturday evenings) will be available between the programs for individuals enrolled in both the Institute and the School. The cost for both days is $120.00; please note that the meal plan will not be available during the weekend. Also, special arrangements for housing on the Saturday prior to the program may be made, the cost of each night is $60.00. Weekend housing and pre-and post-program housing must be made with the office by June 15, 2007.

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

Name of Applicant: [ ] 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 (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.)

Name of roommate preferred:

*Roommate Preferred

[ ] If no name is indicated, SADS will assign a roommate of 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.

A/C Number__________________________ Expiration Date__________________________

Signature________________________________ Date__________________________

FACULTY

Administration

Executive Director: Gail Gleason Milgram, Ed.D.

Program Coordinator (SADS/SADS): Johanna M. Collins

Program Coordinator (CPSS): Linda Simun

Program Coordinator (U. S. & J. School Nurse Program): Joseline Williamson

Instructors

(Students) from the following classes are taught by the courses taught.)

David S. Anderson, Ph.D., Associate Professor, Center for the Advancement of Public Health, George Mason University, Fairfax, Virginia (#23, 41, 60, 86, 102, 115)

Kathryn Bedard, M.A., L.C.A.D.C., C.M.S., Chief, Special Populations and Addictions, Department of Human Services, New Jersey Division of Mental Health Services, Trenton, New Jersey (#19, 35)

Gregory A. Birolett, M.S.W., L.C.S.W., Private Practice, New York City, and Nyack, New York (#17, 57, 68)

Claudia A. Blackburn, Psy.D., M.S., Consultant/Psychotherapist, Lancaster, Pennsylvania (#16, 24, 68, 111)

Christine M. Boyle, Ph.D., Executive Director of Applied Program Analysis, Allentown, New Jersey (#19)

Patricia A. Burke, M.S.W., L.C.S.W., Psychologist/Consultant, Private Practice, West Babylon, Maine (#3, 40, 74, 95, 114)

Bruce Carruth, Ph.D., M.S.W., L.C.S.W., The CDM Group, Inc., Bethesda, Maryland (#8, 28, 91)

Calvin Ghilott, M.D., A.S.A.F.E., Physician Associate Professor of Psychiatry, University of Medicine and Dentistry of New Jersey, U/BHC, Passaic, New Jersey (#18, 31)

Michael P. Chekin, M.S.W., L.C.S.W., L.C.A.D.C., Clinician/Instructional Consultant/Private Practice, Somerville, New Jersey (#48)

Anthony Comerford, Ph.D., L.C.A.D.C.G., L.P.C., President and Chief Executive Officer, New Hope Foundation, Morristown, New Jersey (#36, 81)


Ellen Egan, M.A., C.C., Office, Intensive Supervision Program, Monmouth, New Jersey (#66)


Edward J. Flynn, Ph.D., Associate Professor, Department of Pharmacology and Physiology, University of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark, New Jersey (#49, 105)


Thomas Griffin, Ph.D., M.S.W., Associate Director, Minnesota Institute of Public Health, Minneapolis, Minnesota (#65, 115)

Carolyn Hage, M.A., L.C.A.D.C., C.C.S., Director, Relationship Counseling, Private Practice, New York, New Jersey (#65, Johnson & Johnson School Nurse Fellowship Program Courses)

David G. Hall, Ph.D., M.S.W., Peermental Consultant, Board Certified Sex Therapist, Private Practice, Lansing, Michigan (#67)

William J. Kane, J.D., Director, New Jersey Lawyers Assistance Program, New Jersey Law Center, New Brunswick, New Jersey (#102, 109)


Lisa Laitman, M.S.Ed., C.A.D.C., Director, Alcohol and Other Drug Assistance Programs for Students, Rutgers Health Center, Rutgers University, New Brunswick, New Jersey (#116)


Edward McDonnell, M.S., L.C.A.D., C.C.S., C.S.W., Consultant, Oratory Prep School, Summit, New Jersey (#93, 64, 81, 104, 108)

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

Thomas J. Morgan, Psy.D., Licensed Psychologist, Assistant Research Professor, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (#12)

Craig Nakken, M.S.W., L.C.S.W., L.M.F.T., Family Therapist, Private Practice, St. Paul, Minnesota (#4, 57)

Jane Nakken, Ed.D., Nakken and Associates, Minneapolis, Minnesota (#43, 63)

Robert J. Pandina, Ph.D., Director, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey

Larissa A. Pochorecky, Ph.D., Professor, Center of Alcohol Studies, Rutgers University, Piscataway, New Jersey (#26)


Ronald T. Potter-Efron, Ph.D., M.S.W., Clinical Psychologist, First Things First Counseling and Consulting, Ltd., Eau Claire, Wisconsin (#60)
2007 CONTINUING PROFESSIONAL EDUCATION SEMINARS

The seminar titles, instructors, and dates of the spring 2007 Continuing Professional Education Seminars follow:

Community and Professional Education (Part I)
Carolyn Hadge, M.A.
January 11, 2007

Community and Professional Education (Part II)
Carolyn Hadge, M.A.
January 18, 2007

Community and Professional Education (Part III)
Carolyn Hadge, M.A.
January 25, 2007

Comprehensive Gambling: The Hidden Addiction
Terrence Elman, M.A.
February 1, 2007

Cognitive Behavioral Therapy for Substance Abuse/Dependence
Elizabeth E. Epstein, Ph.D.
February 8, 2007

LCADC/CAADC Mandatory Renewal Course
William J. Kane, J.D.
February 15, 2007

Legal Issues Surrounding Alcohol and Drug Treatment and Prevention
William J. Kane, J.D.
March 1, 2007

Ethical Standards
Richard B. Taity, M.A.
March 8, 2007

Biopsychosocial Assessment, Differential Diagnosis (Part I)
Mark C. Wallen, M.D. and William J. Lorman, Ph.D.
March 15, 2007

Biopsychosocial Assessment, Differential Diagnosis (Part II)
Mark C. Wallen, M.D. and William J. Lorman, Ph.D.
March 22, 2007

Biopsychosocial Assessment, Differential Diagnosis (Part II)
Mark C. Wallen, M.D. and William J. Lorman, Ph.D.
March 29, 2007

Motivation and Supervision of Counseling Staff
Anthony Connerford, Ph.D.
April 12, 2007

Family Rituals, Roles and Rules that Effect Client Rehabilitation
William P. Hample, B.S.
April 19, 2007

Neurobiological Aspects of Alcohol
Larissa A. Pohorecky, Ph.D.
April 26, 2007

Each of the six-hour seminars (i.e., 8:00 A.M. to 4:00 P.M.) is approved for .6 Continuing Education Units (CEUs) by Rutgers University and for six hours toward certification/recertification by the Addiction Professionals Certification Board of New Jersey, Inc (APCBNJ). The Center of Alcohol Studies programs meet the continuing education requirements for renewal of the New Jersey social work license/certification. For further information, please contact Education & Training Division, Center of Alcohol Studies, Rutgers, The State University of New Jersey, 807 Allison Road, Piscataway, New Jersey 08854-8001. (Telephones 732-445-4317; Fax 732-445-3500).