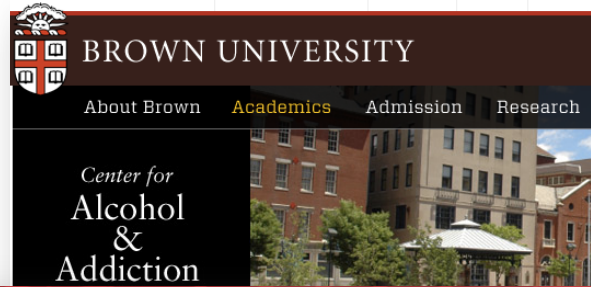




Changing The Narrative to Build Capacity and Support for Collegiate Recovery

Kimberley Timpf
Senior Director, Partner Education

Beginning With the End in Mind...



THE CENTER FOR COLLEGIATE RECOVERY COMMUNITIES AT TEXAS TECH UNIVERSITY



RUTGERS
Student Affairs

Counseling, ADAP
and Psychiatric Services



STUDENT THRIVING IN ACADEMICS AND RECOVERY



Defining the Issue

What is Recovery?

“The addiction field has struggled with defining recovery at least as long and as fiercely as it has with defining addiction. Indeed, for some, addiction, by definition, can't be overcome, merely managed. (Szalavitz, 2014)

RECOVERY refers to a voluntarily maintained lifestyle characterized by sobriety, personal health, and citizenship (Ford, 2007). A person in recovery seeks to live a life that is **BALANCED AND WHOLE...**

RECOVERY is a process of change through which individuals **IMPROVE THEIR HEALTH AND WELLNESS**, live a self-directed life, and strive to reach their full potential (SAMHSA, 2011).



Distinctions Important to Our Understanding



A **NON-DRINKER** has not had an alcohol beverage during a specified period of time for **no** specific reason (e.g., availability, cost, interest, competing priorities).



An **ABSTAINER** has not had an alcohol beverage during a specified period of time for **a** specific reason (e.g., health, cost, interest, competing priorities).



A person who is **SOBER** has not had an alcohol beverage during a specified period of time because they believe they may have a problem with alcohol that leads to a declaration of sobriety.



A person who is in **RECOVERY** has not had an alcohol beverage during a specified period of time because they have had a problem with alcohol that leads to a declaration of sobriety, and they are choosing to work a program of recovery that leads to balance and holistic health in their life.

Guidance From Federal Agencies Provide Additional Context



SAMHSA's DIMENSIONS TO SUPPORT RECOVERY



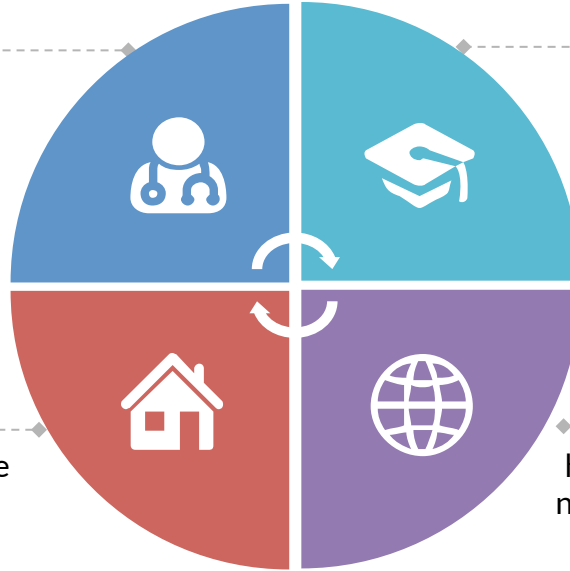
Health

overcoming or managing one's disease(s) or symptoms—abstaining from use of alcohol, illicit drugs, and making informed, healthy choices that support physical and emotional well-being



Home

having a stable and safe place to live



Purpose

conducting meaningful daily activities, such as a job, school, volunteerism, family caretaking, or creative endeavors, and the independence and resources to participate in society



Community

having relationships and social networks that provide support, friendship, love, and hope.



A New Generation Redefining Recovery



Transforming
Youth Recovery

One Community, One School,
One Student At A Time



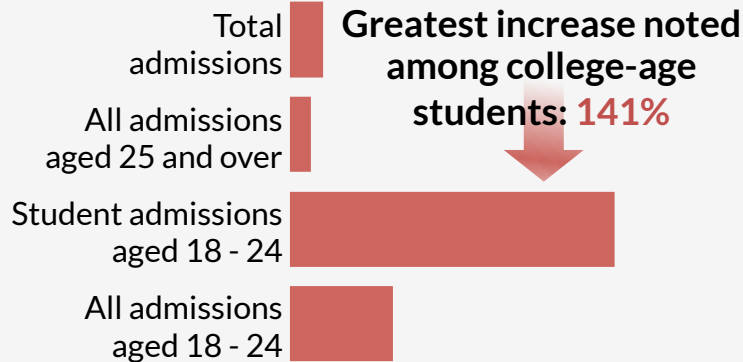


Recovery in the College Environment

Trends in Youth Treatment

ALCOHOL TREATMENT ADMISSIONS

Increase between 1999 and 2009 of people checking into addiction recovery programs in the U.S.



IN 2013:

6.6% of Americans ages 12 or older were dependent on or abused alcohol within the prior year

8.8% of U.S. adolescents were current users of illicit drugs

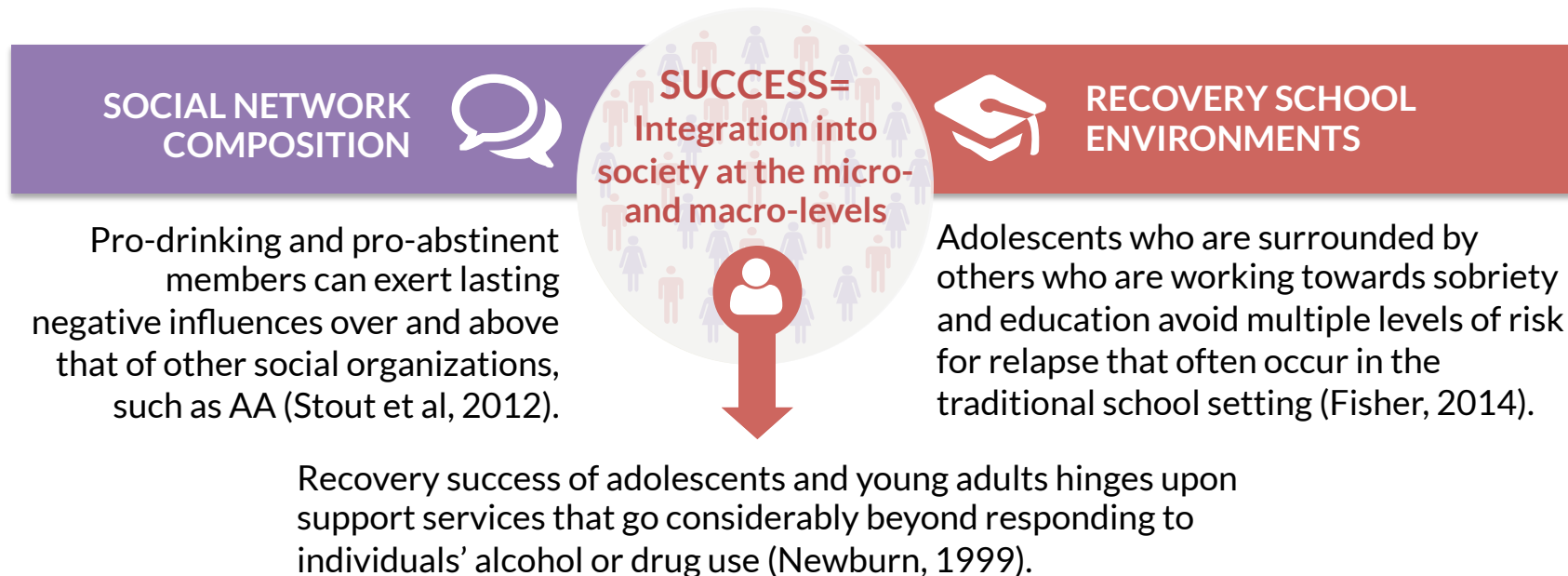
TREATMENT ADMISSIONS Age 12-17



The Influence of Social Bonds on Relapse Prevention

CHALLENGE

Within five years, over 90% of treated youths return to substance use (Brown & Ramo, 2006; Chung et al., 2003; Winters, Stinchfield, Latimer, & Lee, 2007).



College for the Recovering Student

“ College is an abstinence-hostile environment.
- (Cleveland, Harris & Wiebe, 2010) ”

There is a lack of peer and, sometimes, institutional support for abstinence within an environment that creates serious problems for the average (non-dependent) student, such as:

- New freedoms, less structure and supervision
- Lack of substance-free social options
- Messages focused almost exclusively on harm reduction



2 CHOICES



DON'T DISCLOSE:
expose themselves
to pressures and
opportunities to use
substances



DISCLOSE:
risk social
isolation

Options for Supporting College Students in Recovery

COLLEGIATE RECOVERY COMMUNITY (CRC)

- + Offers broad-based support to students in recovery
- + Often includes friends and allies of students
- + Encompasses programs and policies that target academic achievement, health, and wellness
- + Provides students in recovery with natural opportunities to participate in campus life

COLLEGIATE RECOVERY PROGRAM (CRPs)

- + Provide direct services for students in recovery
- + May require an application for admission
- + Often offer academic advising, tutoring, career planning, coaching, and mentoring
- + Offer self-help and other support groups
- + May provide sober housing



What Does it Look Like?



GOALS OF A COLLEGIATE RECOVERY COMMUNITY/PROGRAM

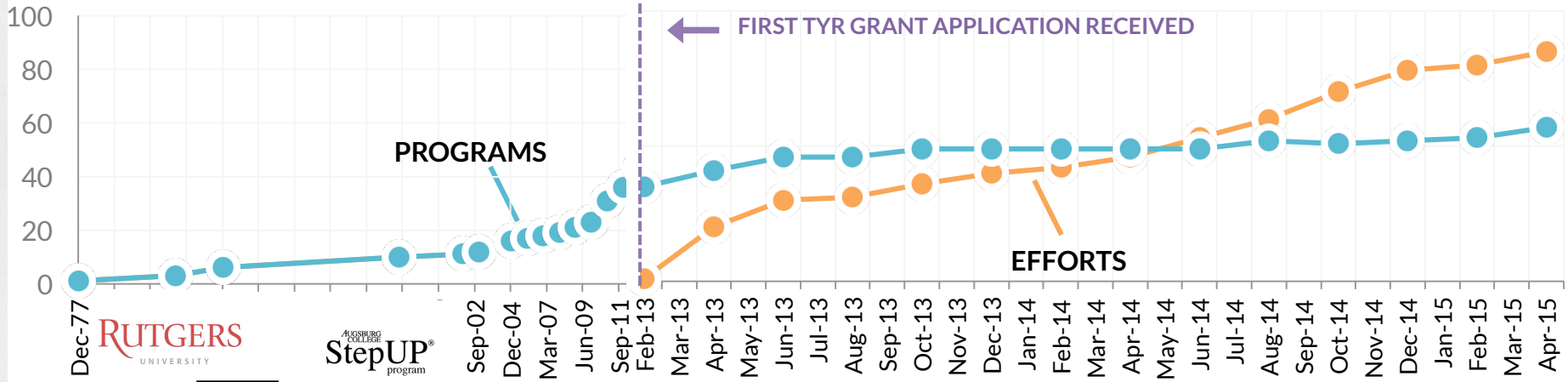
Provide a safe haven from relapse threats

Provide fellowship from others in recovery

Provide access to substance-free recreational activities

Support academic success

Emergence of Collegiate Recovery Programs



Overcoming Institutional Barriers

A Challenging Issue Not Only for Students



- ✓ Continued segregation of substance abuse and dependence issues from other health issues.
- ✓ On campus substance use and abuse still seen as normal – often allowed to progress to levels of dependence and addiction.
- ✓ Administrators confuse being sober with choosing to abstain, thus misunderstanding what it requires to be ‘in recovery.’

“If we acknowledge that we have recovery, we acknowledge that we have addiction on a college campus. It really needs to be from the top down to get support, and sometimes we’re starting at the grassroots level and fighting our way up.”

- TERESA JOHNSTON, CENTER FOR YOUNG ADULT ADDICTION AND RECOVERY AT KENNESAW STATE UNIVERSITY

“Before the Spartan recovery program, I went to school for class only and left as soon as I could. Collegiate recovery has given me the opportunity to feel like I belong. [It] has enabled me to become a leader on campus and a servant to the school.”

- CHASE HOLLEMAN, PRESIDENT OF THE STUDENT RECOVERY ALLIANCE, UNC-G

“I received an email from the University’s chancellor thanking me for bringing the program to our university. She told me that I brought something to our university that she never would have thought of.”

- ANONYMOUS

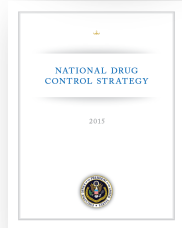
Not Just a “Nice to Have”



COLLEGIATE RECOVERY ON THE NATIONAL AGENDA

2011

“...to develop and disseminate information on a model collegiate recovery community curriculum.”



2015

“...it is critical that recovery support services are offered in secondary and higher education settings... promote positive social engagement among students and help them sustain their recovery.”

EDGAR

IHEs must provide “a description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.” (ED, 2011)



UT SYSTEM SETS THE BAR

2015 First in the country to offer a system-wide expansion of collegiate recovery, with a commitment of **\$2.4 million**.

“*This initiative is an investment in student success, student health and student safety.*
- Steve Hicks, UT System Board of Regents”

Serving Students in Recovery Drives Broader Institutional Change



Promoting inclusiveness of an underserved and marginalized population benefits all students

- + New campus traditions provide attractive alternatives to stereotypical “rite of passage” behaviors.
- + Students in recovery are often leaders in creating sober parties and activities attended by all students, writing new narratives about college life (Hall & DeRicco, 2016).



As programs grow in strength and reputation, they attract new students looking for a recovery program, increasing enrollment of potentially healthier students and alumni.

NOTE: American's With Disabilities Act (ADA) provides a safety net for employees at businesses of 15 or more employees; individuals who have an impairment that limits their activities may qualify for accommodations, consideration and services; for colleges and universities prior treatment for substance abuse would qualify an individual for accommodation, especially since the campus environment has been deemed abstinence hostile.

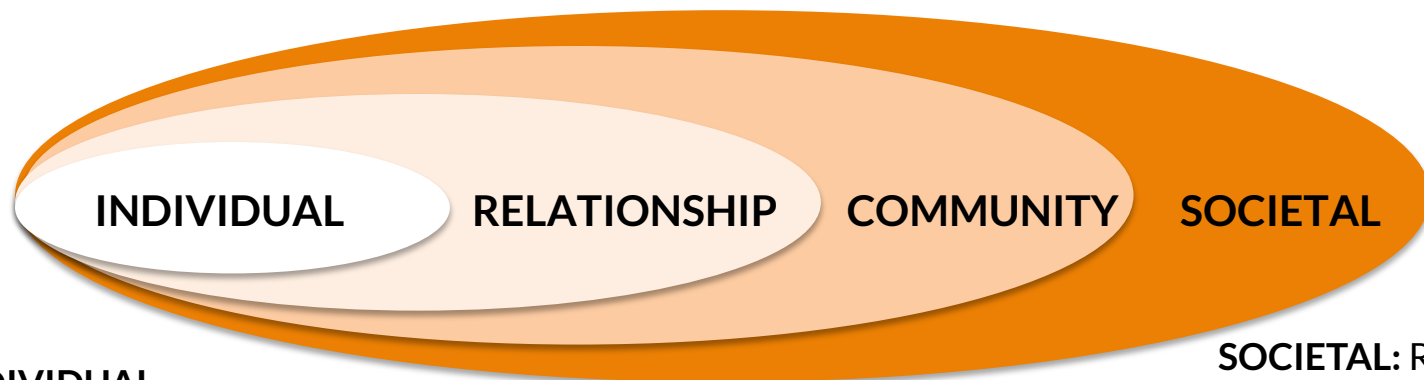


Across 29 CRPs nationwide:

- + Annual relapse rates range from 0 to 25%
- + Academic achievement (GPA and graduation) surpasses the host institution's overall outcomes (Laudet et al., 2014, p. 2).

Public Health Approach to Supporting Recovery

“Developing a Collegiate Recovery Program is not rocket science. However, it does take science. Specifically, it takes a public health approach (Hall & DeRicco, 2016).”



INDIVIDUAL

Psychological support,
mental health

RELATIONSHIP

Social Networks/
community, support
groups

COMMUNITY

Religion, Legal (DFSCA),
campus environment,
local recovery
community

SOCIETAL: Regulations,
funding, National & State
policy (ADA)



Considerations for Starting and Sustaining Recovery Programs



Transforming
Youth Recovery

The Transforming Youth Recovery Asset Survey

95

Grantees were invited to take the survey.



91

Number of grantees who completed the survey for a 96% response rate.

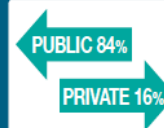
56%

of those responding were taking the asset survey for the first time.



16,274

Average undergraduate enrollment at grantee institutions of higher education. Average graduate enrollment is 4,687 students.



84% of these institutions are public, and 16% are private universities or colleges.



466

Full-time staff, part-time staff, and volunteers are dedicated to grantee collegiate recovery programs and efforts.



136,564

Students receive some form of communication from grantee collegiate recovery programs and efforts.



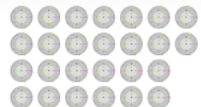
1,354

Estimated number of students served by responding collegiate recovery programs and efforts in Fall, 2014.



1,390

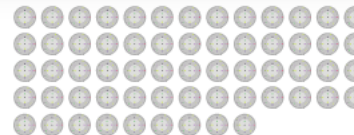
Community-based assets that individuals, groups and organizations have collectively mapped to help students in recovery thrive in the fullness of their college experience.



2014
26
MODELS

In 2014, grantee collegiate recovery programs and efforts submitted 26 models that show their relationship with nearby community-based assets.

2015
61
MODELS



In 2015, that number increased by 135% to 61 models submitted for network analysis.



25.2%

of the 1,329 assets listed in 61 community models collaborate with collegiate recovery programs and efforts.

What is Considered Critical to Success?

Critical to **START SERVING** and **SUPPORTING** college students in recovery and **ESSENTIAL** to **SERVE** and **SUPPORT** college students in recovery on an ongoing basis.”



91% Students in recovery who are interested in growing the recovery community on campus.

18% Student/student group initiated
7% in 2014

Advised by Alcohol and Drug Program

22% Student/student group led
15% in 2014

Registered Student Organization

80% Dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).

75% Mutual aid support groups near or on campus (i.e., AA, NA, GA and other 12-Step meetings, Celebrate Recovery, SMART Recovery, etc.).

74% Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery.



Key to institutional endorsement and acceptance.



Emphasis on Support Services and Dedicated Space

- 71%** Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities).
- 67%** Physical space dedicated for students in recovery to gather.
- 64%** Organizations, departments and services that can refer students to a collegiate recovery program (e.g., judicial affairs, academic and mental health counselors, treatment).
- 62%** Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).



Connect with individuals and groups that can contribute to recovery-oriented support and provide access to dedicated spaces for students to grow their community.

Additional Insights Identify Lower Priorities

NOT CRITICAL TO START

- ✓ Medical treatment
- ✓ Spiritual guidance
- ✓ Development of leadership skills
- ✓ Vocational opportunities
- ✓ Financial assistance
- ✓ Community service/civic engagement
- ✓ Engaged alumni, parents, and advocates
- ✓ Recovery graduates
- ✓ Ongoing research on addiction and recovery.
- ✓ Legal assistance
- ✓ Courses on addiction and recovery

...BUT ESSENTIAL TO SERVE AND SUPPORT

- ✓ Organizations and individuals that can facilitate involvement in community service (inclusive of philanthropy and civic engagement)
- ✓ Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring)
- ✓ Appropriate and protective housing options for students in recovery (sober roommates, floors, buildings, etc.).

Establishing Collegiate Recovery Services



INSTITUTIONALIZATION

Identify your institution's strengths, potential collaborators, and name them in the proposal.

Who are your stakeholders?
How will you get buy-in?

Consider the values of your institution. Utilize language that ties the CRP to the values.

What is your vision? Why should administration support it?



CRITICAL PROCESSES

Who are your CRC Peer Aspirational Institutions?

How will you track success/progress?

Be clear about the culture of your campus. Know where the energy is, how things get done.

Be clear on the foundational elements for your Collegiate Recovery Program.

How can you support ongoing research?



POLICY

What are criteria for involvement?

Is it zero-tolerance, case-by-case, flexible, etc. regarding lapse/relapse?



PROGRAMMING

What kind of service should be developed?
What would the structure look like?

Are you utilizing the 12 Steps? Smart Recovery?
Counseling-based work?



Parting Thoughts

It is vital that professionals, from all parts of the campus, not be deterred by the magnitude of the recommendations; developing a sustainable program is a lot like recovery itself - there are highs and lows, starts and stops, and sorrows and joys. It is important that concerned campus personnel not be dissuaded by a lapse; as persistence is the most important element of a successful program.

—HALL & DERICCO, 2016