

Higher Education and Recovery Schools

Teresa Wren Johnston, M.A., LPC
Director Kennesaw State University
Center for Young Adult Addiction and Recovery

What is Collegiate Recovery?

- * Supportive environment that offsets campus “party” culture
- * Reinforces the decision to disengage from addictive behaviors
- * Educational opportunities for those in recovery from addiction and co occurring mental health



The Collegiate Recovery Movement: A History

1977 – 1997 Early Pioneers

- * Brown University (1977)
- * Rutgers University (1983)
- * Texas Tech University (1986)
- * Augsburg College (1997)

The Collegiate Recovery Movement: A History

1997-2004 – Next Generation

- * Dana College (2001)
- * Grand Valley (2002)
- * Case Western Reserve (2004)
- * University of Texas at Austin (2004)
- * Loyola College In Maryland(2004)

The Collegiate Recovery Movement: A History

2005 – SAMHSA Funded Pilot Programs

Tulsa Community College

The University of Colorado at Boulder

Vanderbilt



The Collegiate Recovery Movement: A History

2006 – 2013 Rapid Growth

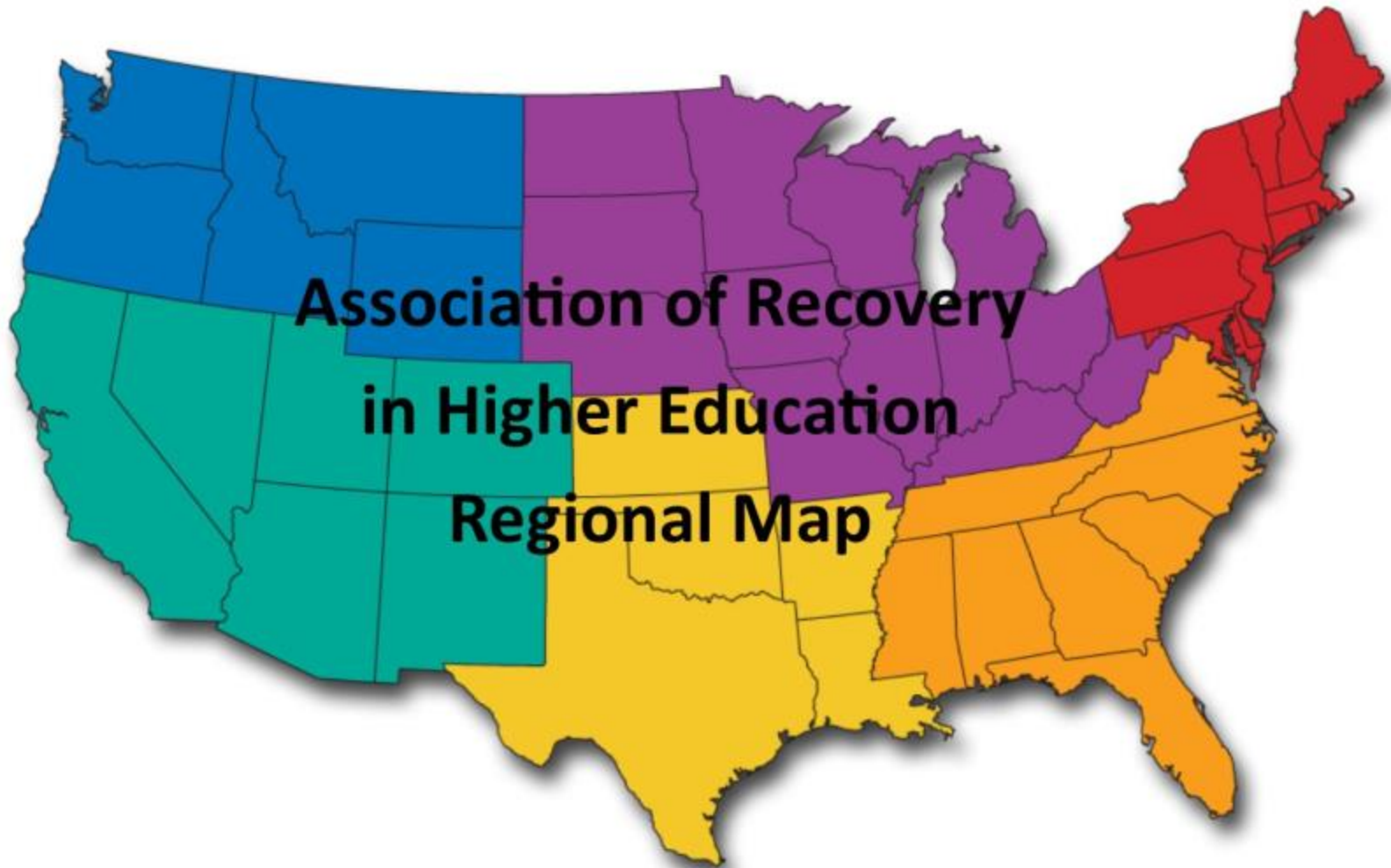
- * University of Virginia (2006)
- * Kennesaw State University (2007)
- * The College of St. Scholastica (2008)
- * James Madison University (2009)
- * Southern Oregon University (2010)
- * University of CA Riverside (2011)
- * University of Alabama (2012)



The Collegiate Recovery Movement: A History

2013 – and growing

- * Transforming Youth Recovery and their Grant Initiative more than tripled the number of recovery program efforts on college campuses,²
- * These programs recent development represents the exponential growth of this movement in this recent period and is a testament to the surging popularity of the Collegiate Recovery movement.



**Association of Recovery
in Higher Education
Regional Map**

- Northwest Region: Angela Bryan
- West Region: Daniel Fred
- Mid-West Region: Matt Statman

- Southwest Region: Tom Kimball
- Northeast Region: Jason Whitney
- Southeast Region: Greg Snodgrass

Models

- * Counseling based
- * Housing/Residential based
- * Support based
- * Treatment based
- * Student organized

Elements OF COLLEGAITE RECOVERY

Group→	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
↓Period																		
1	1 H																	2 He
2	3 Li	4 Be											5 B	6 C	7 N	8 O	9 F	10 Ne
3	11 Na	12 Mg											13 Al	14 Si	15 P	16 S	17 Cl	18 Ar
4	19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr
5	37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe
6	55 Cs	56 Ba	*	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn
7	87 Fr	88 Ra	**	104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Cn	113 Uut	114 Fl	115 Uup	116 Lv	117 Uus	118 Uuo
				57 La	58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu
				89 Ac	90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr



Elements OF COLLEGAITE RECOVERY

- * Dedicated Staff
professional, clinical, administrative, advisors
- * Physical Space
computers, space, coffee, community connection
- * Abstinence Based
Community of Students
- * Recovery Protection
- * Career development for CRC professionals

Instrumental Supports

- * Referral to higher level of care
- * Recovery community support, encouragement, relationships
- * Seminars/conferences
- * Community Service
- * Academic advising
- * Family Support-
Connecting with Parents and families

- 
- * Student Standards
 - * Commitment Contracts
 - * Community Values
 - * Fundraising and Institutional Integration-
 - * Advocating for role of recovery within the institutional context
 - * Donors and Contributors

RESEARCH

- * Data Collection
- * Trend Analysis
- * Expanding the base of CRP, addiction and recovery knowledge
- * Chronic brain disease
- * Continuum of care
- * Effectiveness of CRP's

Professional standards

- * Professionals experienced in recovery-pertinent enterprises and recovery-supportive, abstinence-based treatment continuum models and/or the various components of the standardized model of CRP ideals.
- * Research-focused, educational, or recovery focused, CRP's function best when collective
- * Recovery-cognizant professionals bring their expertise together in collaborative efforts.
- * Adherence to various professional ethical standards outlined by national and international organizations.
- * Meeting or exceeding institutional ethical standards.



Core Competencies

- * **Category I:** Engages peers in collaborative and caring relationships
- * **Category II:** Provides support
- * **Category III:** Shares lived experiences of recovery
- * **Category IV:** Personalizes peer support
- * **Category V:** Recovery planning
- * **Category VI:** Links to resources, services, and supports

Core Competencies

- * **Category VII:** Teaches information and skills related to health, wellness, and recovery
- * **Category VIII:** Helps peers to manage crises
- * **Category IX:** Communication
- * **Category X:** Collaboration and Teamwork
- * **Category XI:** Leadership and Advocacy
- * **Category XII:** Growth and development

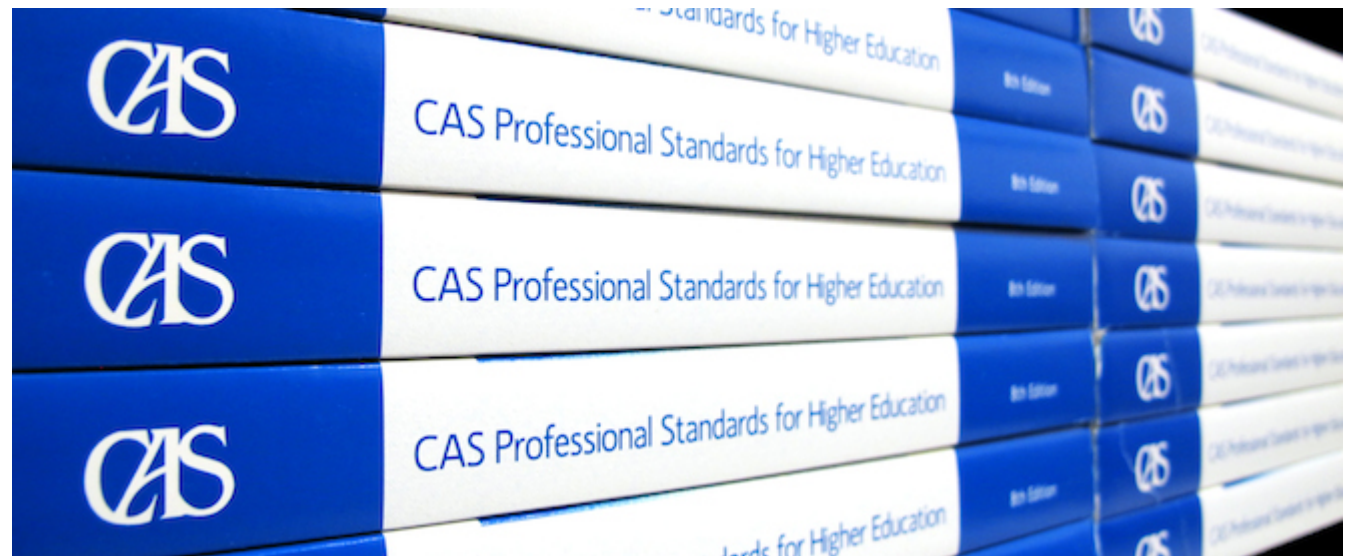


Cultural Competency in Mental Health Peer-run Programs and Self-help Groups

- * Meeting the needs of individuals from diverse cultural backgrounds and groups.

Ethical Standards

- * Council for the Advancement of Standards in Higher Education





The Role of Alcohol and Other Drug Programs

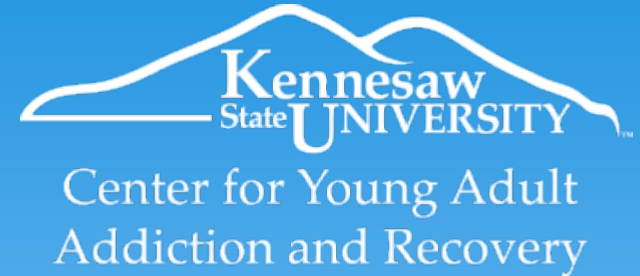
CAS Standards Contextual Statement

Historically, abuse of alcohol and other drugs has been a major concern for institutions of higher education. Colleges and universities have employed a variety of approaches over the years to address alcohol and other drug (AOD) abuse and associated problems. Since the mid-twentieth century, significant research has documented the prevalence of alcohol and other drug abuse on America's college campuses, as well as college and university campuses around the world. "Of all health issues facing young adults today, alcohol consumption is the only issue where the college creates greater risk than for age matched peers not enrolled in higher education" (Substance Abuse and Mental Health Services Administration – SAMHSA, 2012). Additionally, new research has identified effective strategies to reduce illegal and high-risk AOD use and abuse on college campuses.

The 2002 landmark report, "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," outlined for the first time recommendations for effective alcohol prevention in the college population. This included the call for an overarching comprehensive program framework and the delineation of four tiers of effectiveness. Utilizing the four tiers of effectiveness, campuses can identify, evaluate, and select prevention strategies most relevant to college student drinking and most strongly supported by empirical evidence. Elements of many of these approaches have been highlighted and deconstructed in "Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants" published in 2007 by the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.

One significant strategy for effective AOD abuse prevention on college campuses is to move beyond the approach where a single staff member or single office is solely charged with addressing AOD issues and implement an approach that includes all relevant stakeholders across campus. Some stakeholders may seem obvious such as AOD prevention services or specialists, health and wellness offices/staff, counseling and health services, student conduct offices, campus police, security and safety, residential living, fraternity and sorority life, athletics, and of course students. Other stakeholders who are equally important but may be less obvious include faculty, staff, alumni, parents/guardians, and families. Offices such as admissions or enrollment management, institutional advancement, institutional research, and

Embedding your CRP in Higher Education



Recruitment, retention, & Progression
to graduation programs

Program Description

A four-year experience that employs a holistic approach to serving the personal, academic, & financial needs of our students in recovery

Population Served

- * Application-based admission
- * Full or part time students
- * Academic probation or advocacy for consideration for enrollment at KSU with cause
- * Eligible to complete FAFSA (citizen or eligible non-citizen)
- * Self-identify as being in recovery
- * May be accepted as 'High Risk upon Admission'
- * We will not turn away any student who has a need for our services



CRC Academic Advisor Role

- * Provide counsel to students on academic, financial, family, & social issues
- * Guide through transfer or re-enrollment process
- * Serves as a liaison to campus partners
- * Proactively schedule appointments with struggling students
- * Make referrals to appropriate internal & external resources
- * Plan & implement a four-year co-curricular experience
- * Manage the peer mentoring program
- * Assess all programming & services offered
- * Track academic progress & student enrollment
- * Track & analyze metrics related to student retention & progression

Retention Initiatives

- * MBTI Assessment
- * Coaching sessions: individual, group
- * High Risk protocol for students on academic probation
- * Tracking academic progress & enrollment (course registration, exits, re-enrollments, etc.)
- * Mid-semester progress reports
- * Co-curricular programming – recovery meetings and seminar
- * Peer Support
- * Scholarship
- * Community referrals
- * Campus involvement
- * Community Lounge



Strengths to Student Success

- * Positive relationships
- * Consistent communication
- * Accessibility
- * One-stop-shop
- * Designated student space
- * Seminar Curriculum strengths based
- * Students want to engage, participate, and set an example
- * Scholarship
- * Leadership
- * Advocacy and outreach



Obstacles to Overcome

- * Non-traditional student schedules
- * Pressure to financially support self and family
- * Stigma of Addiction
- * Inclusion/Diversity
- * Legal History



CRC's Academic Advising mission:

The mission of academic advising at the Collegiate Recovery Community at Kennesaw State University is to facilitate student success, development, and retention among students in recovery at KSU by supporting the design and implementation of recovery and educational and career plans.



START SUSTAIN DEVELOP
CONNECT



RECOVERY IN HIGHER EDUCATION

ARHE

**Changing the trajectory of
recovering students' lives**

For More Information

* Teresa Johnston

470-578-2538

tjohnst8@kennesaw.edu