Higher Education and Recovery Schools

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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
1977 – 1997 Early Pioneers

- Brown University (1977)
- Rutgers University (1983)
- Texas Tech University (1986)
- Augsburg College (1997)
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)
2013 – and growing

* Transforming Youth Recovery and their Grant Initiative more than tripled the number of recovery program efforts on college campuses.

* 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.
Models

* Counseling based
* Housing/Residential based
* Support based
* Treatment based
* Student organized
Elements OF COLLEGAITE RECOVERY

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** 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
* 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
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
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
ARHE
Changing the trajectory of recovering students’ lives
For More Information

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