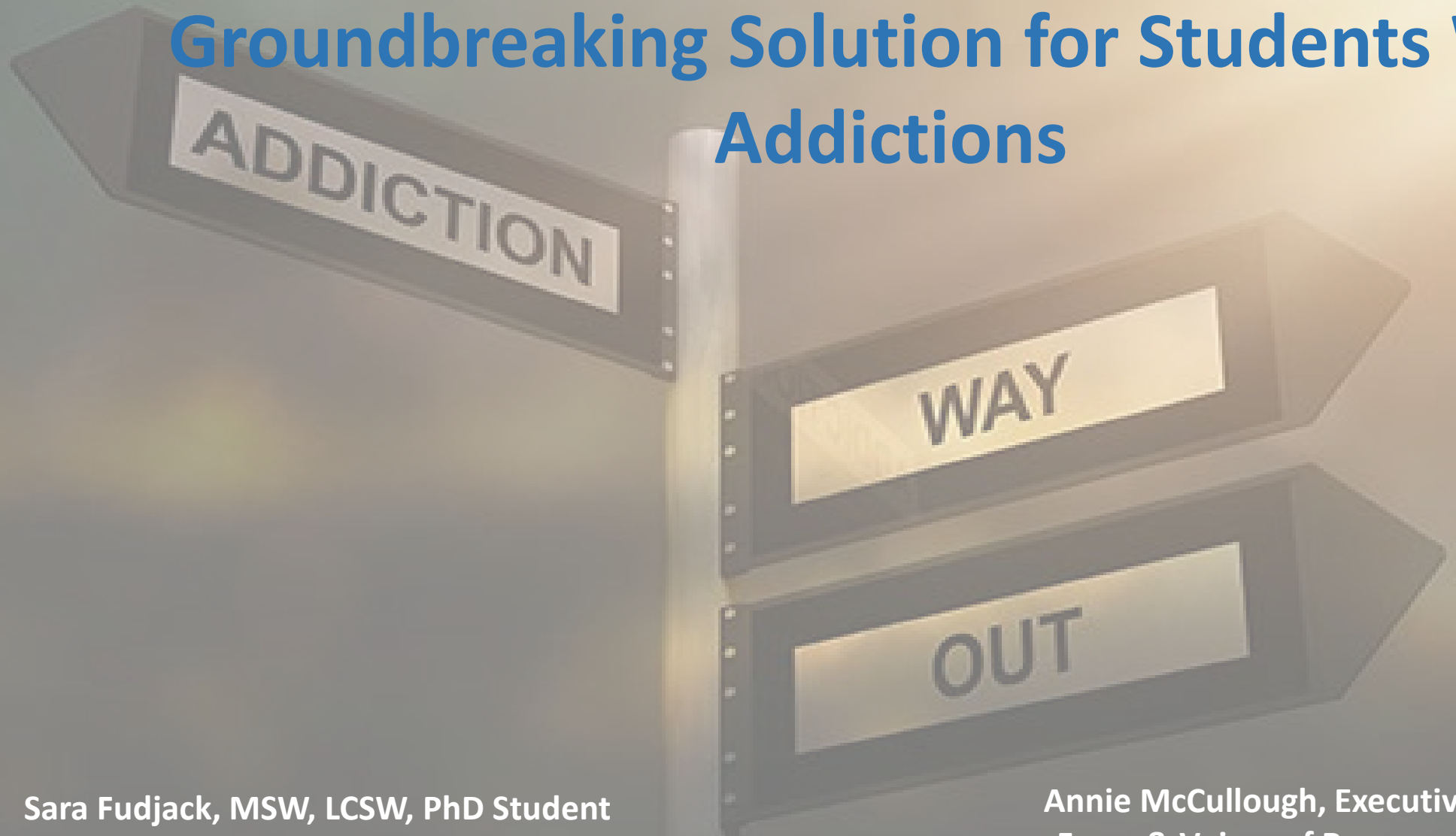
Collegiate Recovery Programs: A Groundbreaking Solution for Students With Addictions



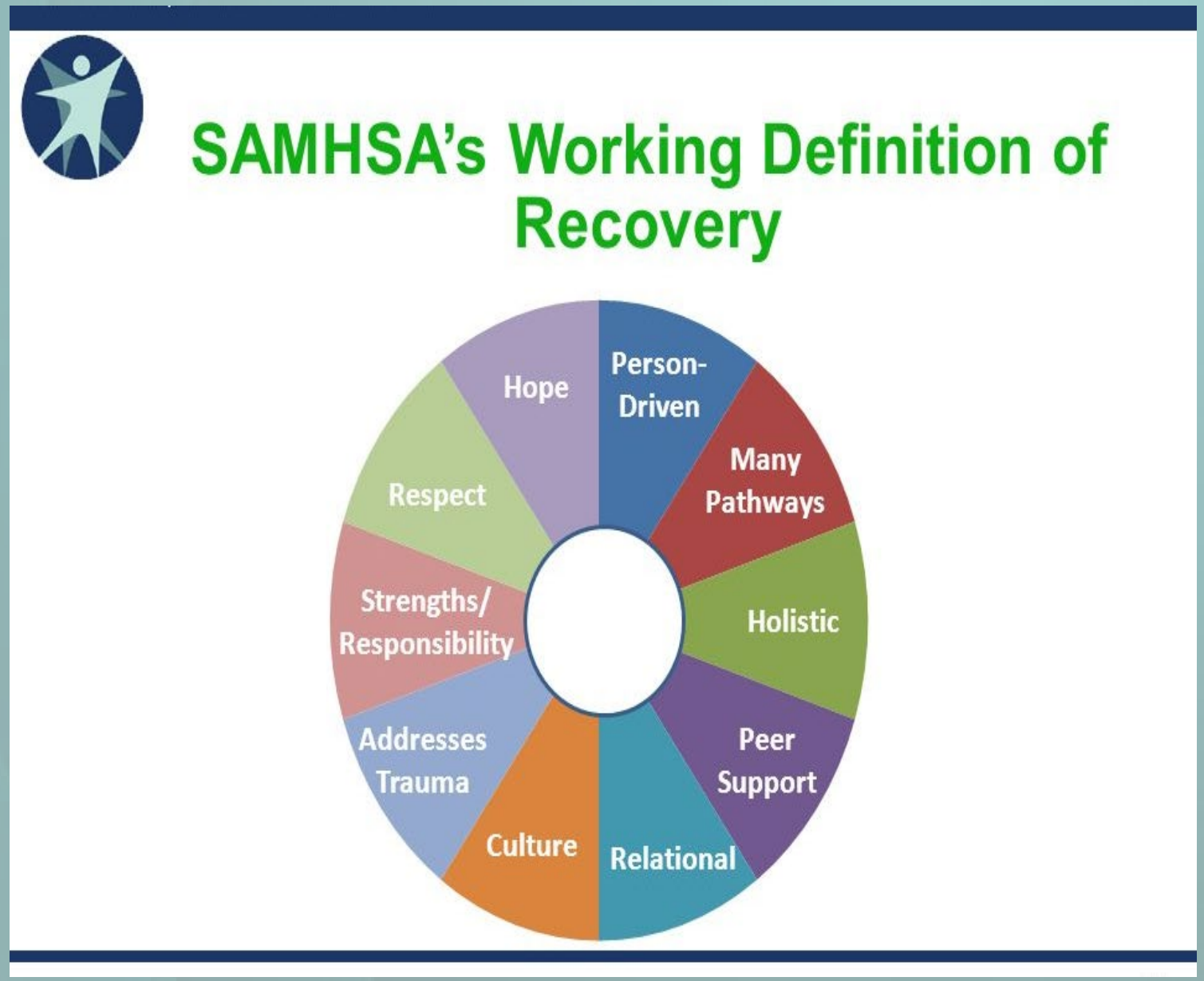
Sara Fudjack, MSW, LCSW, PhD Student
The University of British Columbia
School of Social Work

Annie McCullough, Executive Director
Faces & Voices of Recovery, Canada

Session Objectives

1. Overview of recovery
2. Overview of collegiate recovery programs (CRPs)
3. Considering stigma
4. CRP outcomes
5. Recovery and CRPs in Canada

What is recovery?

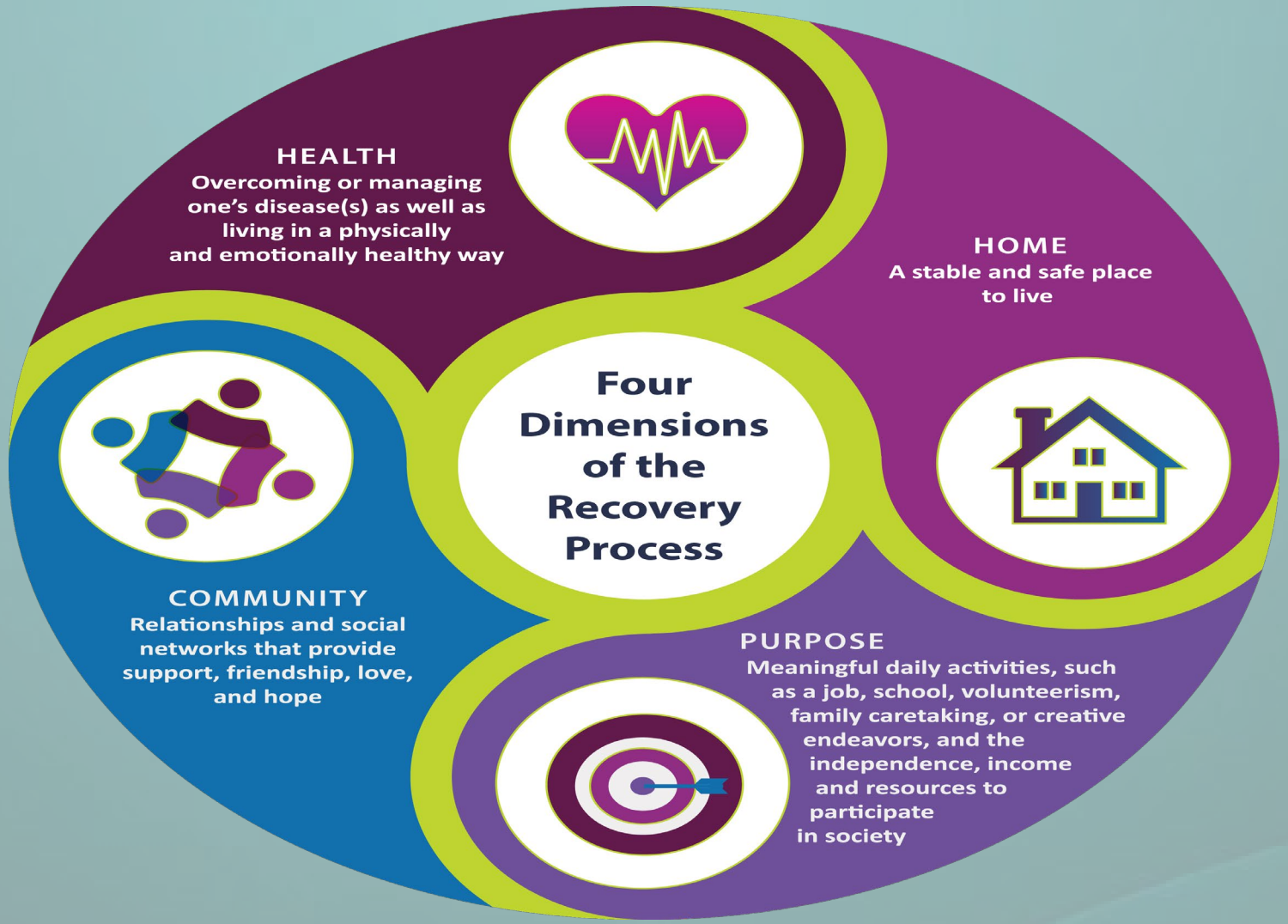


- A process of change through which individuals improve their health and wellness, live self-directed lives, and strive to reach their full potential.

- Recovery is built on access to evidence-based clinical treatment and recovery support services for all populations.

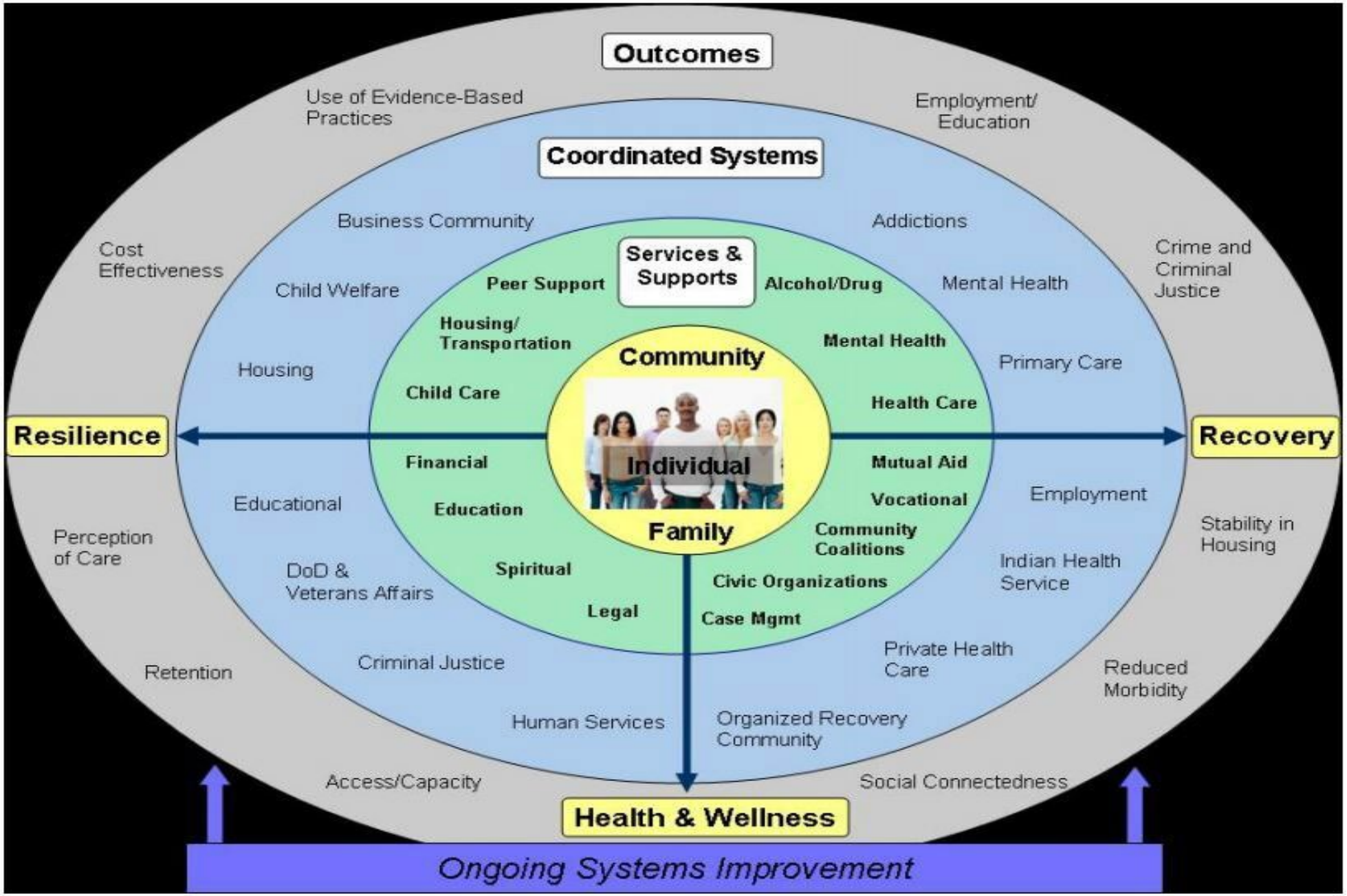
SAMHSA, 2012

Four Dimensions of the Recovery Process



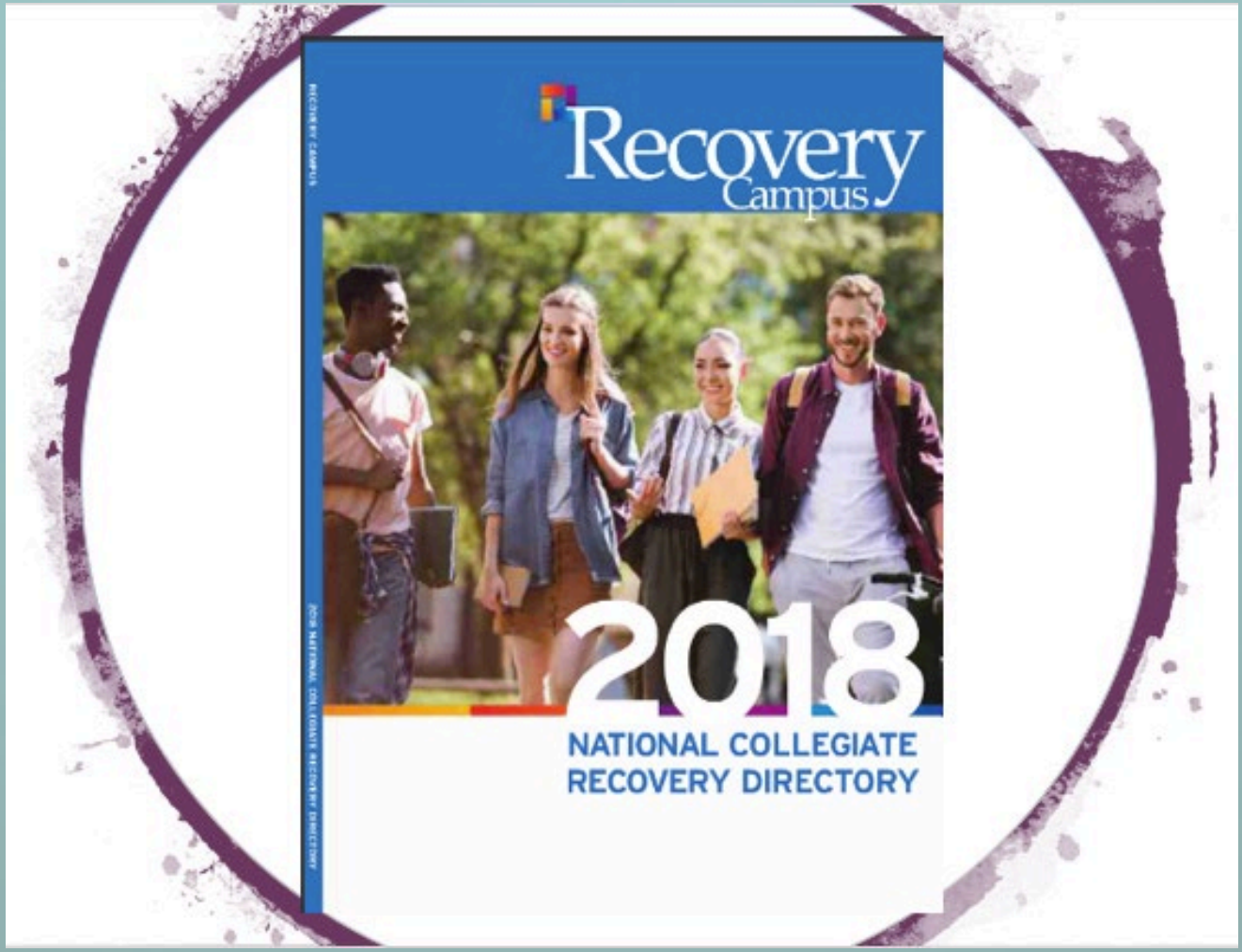
SAMHSA, 2012

Figure 1: Conceptual Framework of a Recovery-Oriented System of Care



SAMHSA, 2009

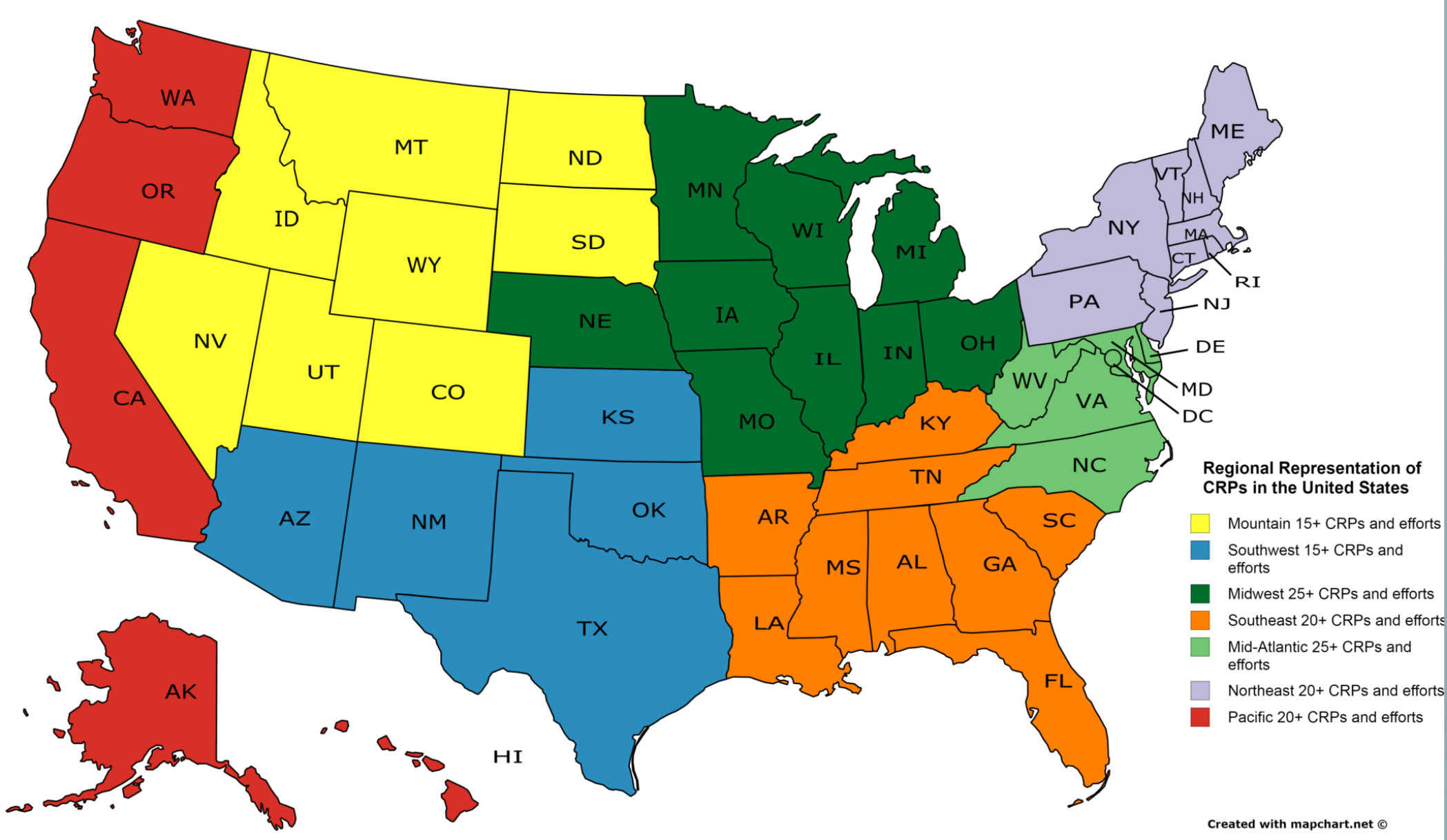
Collegiate Recovery Programs



What is a Collegiate Recovery Program?

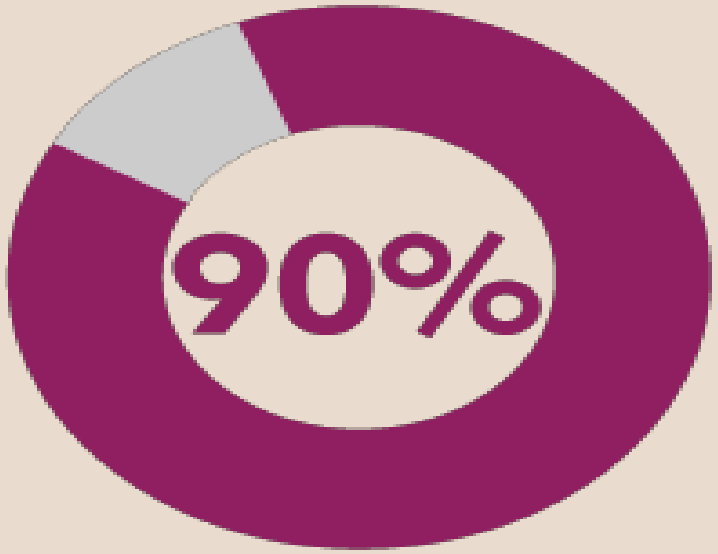
A collegiate recovery program (CRP) is a ***College or University provided****, supportive environment* ***within the campus culture*** *that* ***reinforces the decision*** *to engage in a lifestyle of recovery from substance use. It is designed to provide an educational opportunity* ***alongside*** *recovery support to ensure that students* ***do not have to sacrifice one for the other.***

Association of Recovery in Higher Education, 2018



Association of Recovery in Higher Education, 2016

Why are CRPs important?



Percentage of alcohol and other drug use and problems that start between the ages of 12-20.

SUD RATES NEARLY

TRIPLE

from 7% in adolescence to 20% in early adulthood

NSDUH, 2002; Dennis & Scott, 2007; Neumark et al., 2000; SAMHSA, 2011

Why are CRPs important?

- 22.9% of full-time college students meet the medical criteria for substance use disorders.
- Only 4% of students with alcohol/drug related problems will seek help.
- More than 40% of student attrition cases involve substance use difficulties.

CASAColumbia Center on Addiction, 2007; Center for the Sudy of Addiction and Recovery, Texas Tech University, 2005; Clements, 1999; Sullivan & Reisler, 2002

Why are CRPs important?

RECOVERY IS NOT AN EVENT.
IT'S A PROCESS.

Kelly, 2018

Small group activity: Stigma

In what ways do you imagine students in recovery experience stigma while navigating social and academic life at post-secondary institutions?

Barriers to Recovery

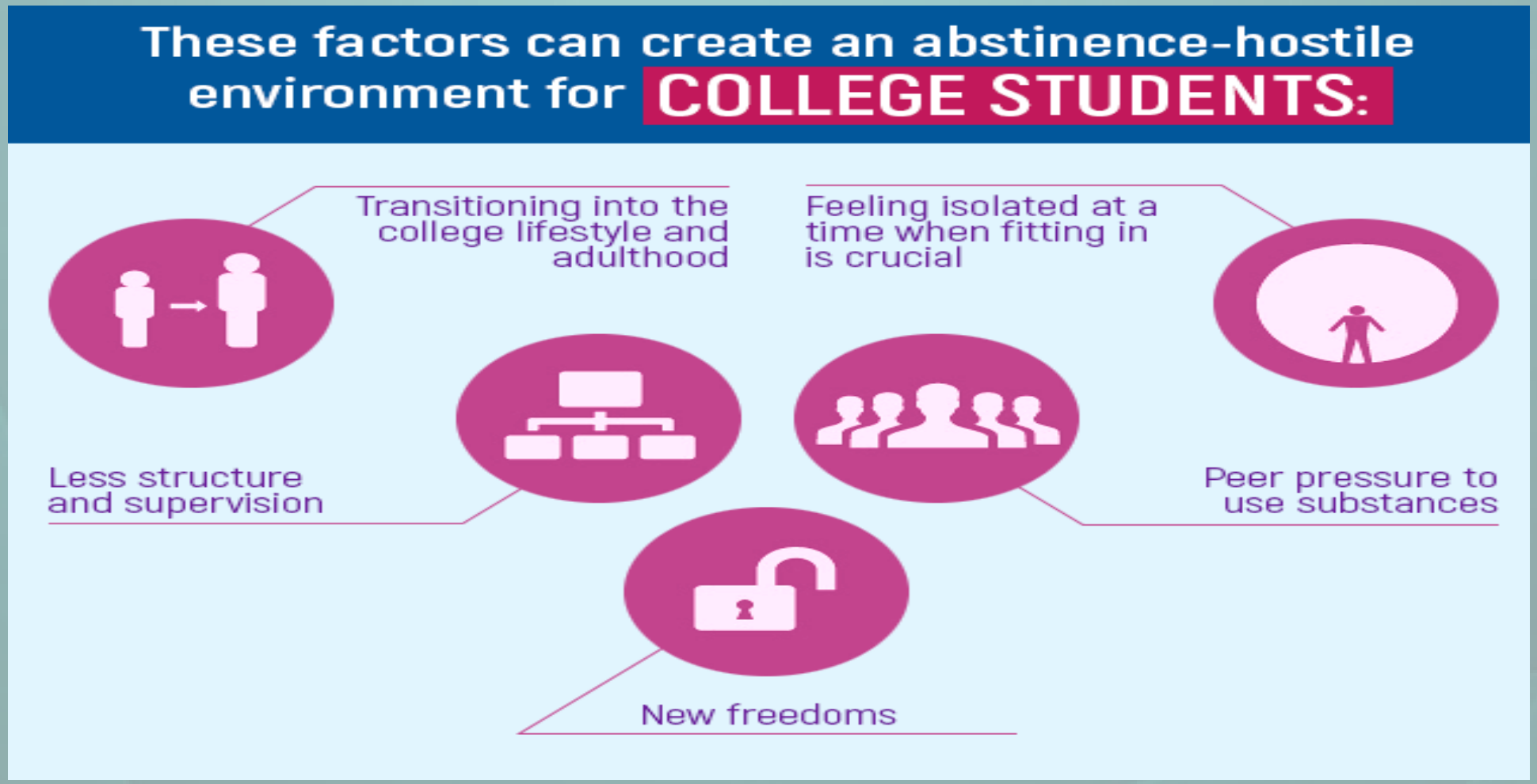
Table 14: Barriers to recovery (*n*=855)

Did not experience any barriers to starting recovery	17.4%
Not being ready, not believing you had a problem, or not believing the problem was serious enough	54.9%
Being worried about what people would think of you	49.7%
Not knowing where to go for help	35.8%
Lack of supportive social networks	30.4%
Long delays for treatment	25.0%
Lack of professional help for mental health or emotional problems	24.1%
Cost of recovery services	21.6%
Lack of programs or supports in your community	20.4%
Quality of services available in your community	19.9%
Not receiving the right treatment for your addiction	13.0%
Not having stable or adequate housing	12.6%
Receiving the wrong diagnosis	10.8%
Receiving an incomplete diagnosis	10.4%
Lack of programs or supports that met your cultural needs	5.3%
Lack of programs or supports in your preferred language	1.1%
Other	3.7%
No response	0.1%

Note: Respondents could provide more than one answer; total can sum to more than 100%.

Canadian Centre on Substance Use and Addiction, 2017

Post-secondary Students in Recovery: Campus Challenges



https://www.dualdiagnosis.org/infographics/abstinence-hostile-environmental-factors-for-college-students/

Post-secondary Students in Recovery: Campus Challenges

Many university peers are engaging in alcohol and other drug experimentation while students in recovery:

- Are learning how to maintain abstinence
- Restructuring their daily lives to avoid behaviors and social triggers that may lead to use
- Balancing the demands of recovery and academics
- Are attempting to find a place of belonging with those who have similar experiences

Grahovac et al., 2014

How many students in recovery on your campus?

- Total number of students = 55,887
- Number meeting criteria for substance abuse (31.6%) = 17,660
  (55,887 x .316)
- Number of students meeting criteria for substance dependency (6%) = 3,353
  (55,887 x .06)
- Estimated number of students who are seeking help (4%) = 841
  (17,660 + 3,353) x (.04)
- THERE ARE AN ESTIMATED **841** STUDENTS AT THIS UNIVERSITY WHO COULD POTENTIALLY BENEFIT FROM A COLLEGIATE RECOVERY COMMUNITY!

Center for the Study of Addiction and Recovery, Texas Tech University, 2005

How CRPs can Help

Collegiate Recovery Programs are designed to provide:

A **Supportive Environment** within the campus culture that reinforces the decision to disengage from an addictive behavior.

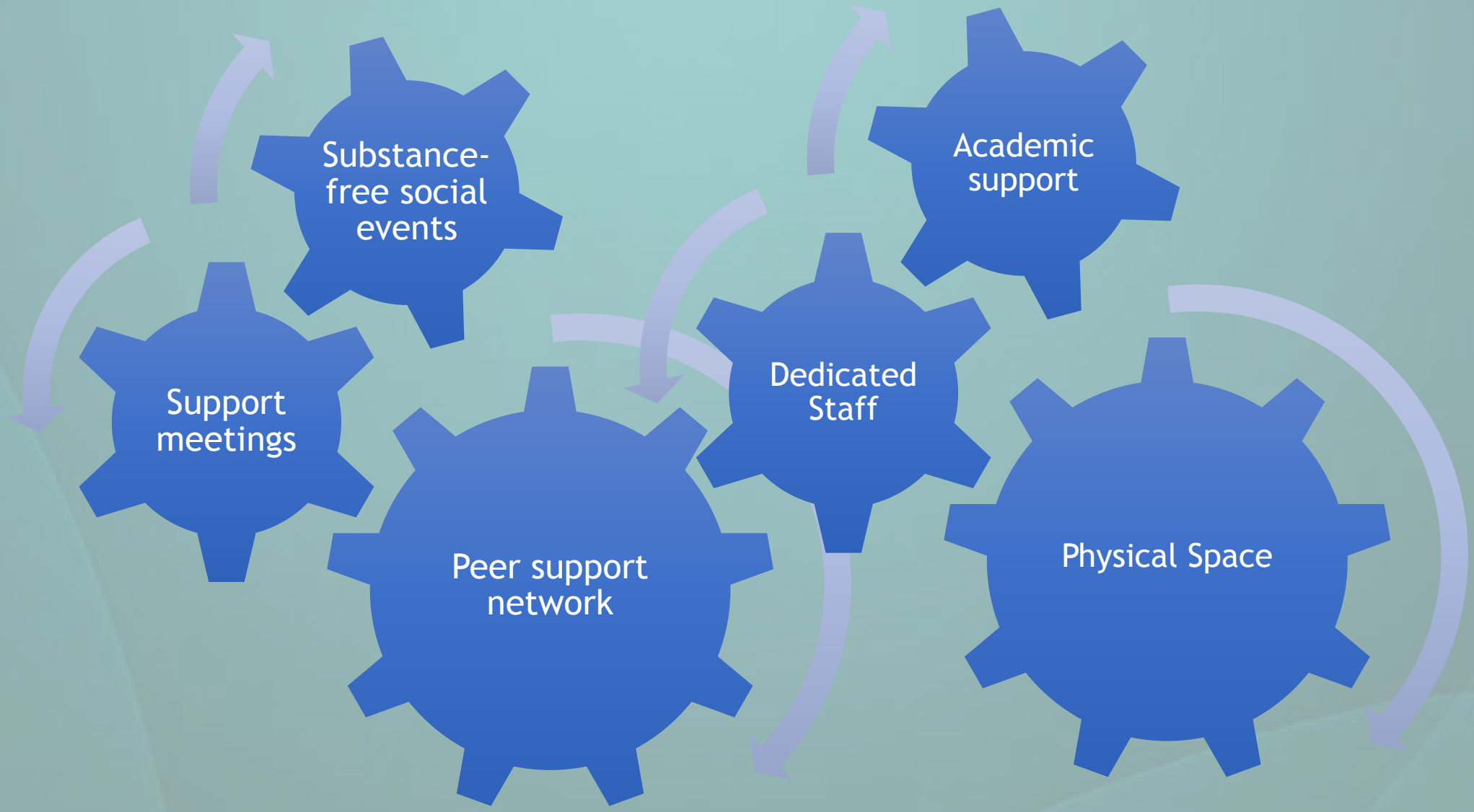
Educational opportunity alongside recovery support to ensure that students do not have to sacrifice one for the other.

Accountability for recovering students that comes from both higher education staff and peers.

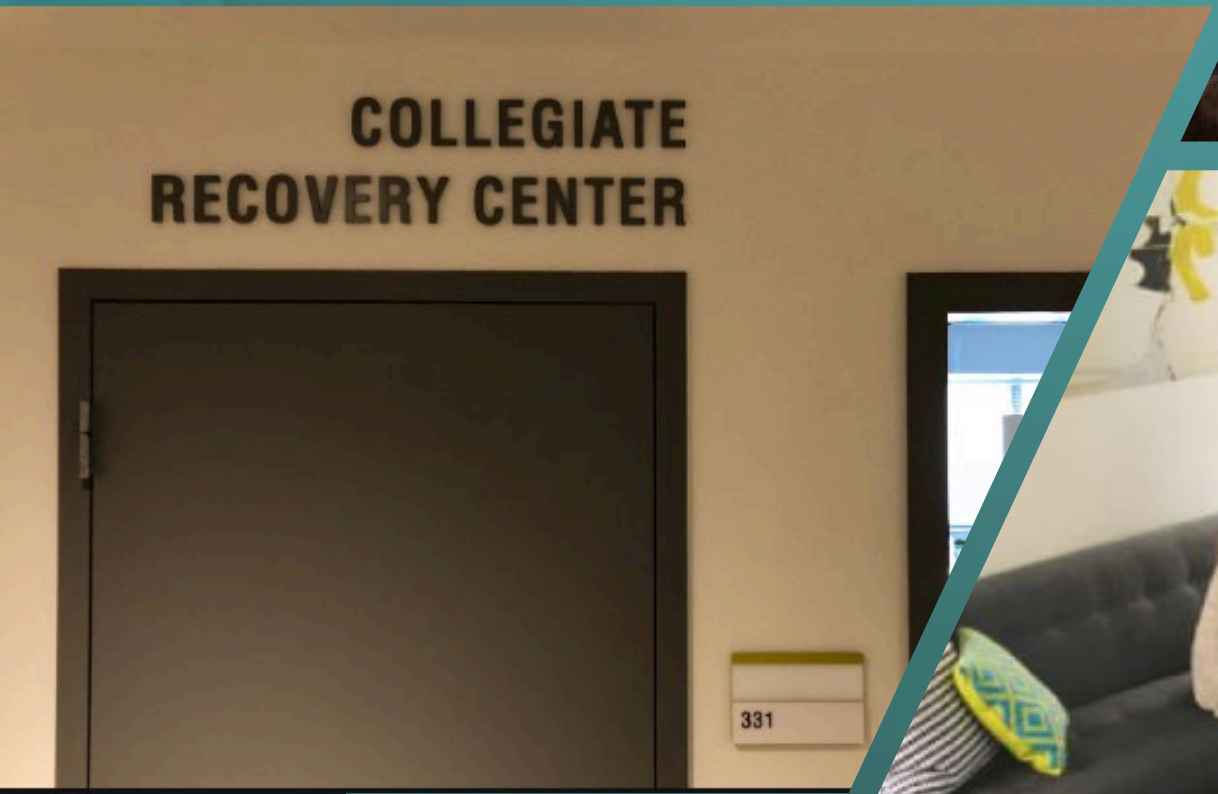
A **genuine college experience** for individuals with addictive disorders apart from the culture of partying that is present on today's campuses.

Grahovac et al., 2014

Common Components



STUDENT WELLNESS CENTER
SCARLET, GRAY
AND SOBER
Collegiate Recovery Community


COLLEGIATE
RECOVERY CENTER
331

Peer Support Network

Support Meetings

Wednesday	Creative Arts	A meeting for students with a desire to artistically express themselves using a variety of different methods including drawing, painting, etc. Weekly activities are designed to help students de-stress while establishing a strong peer community.	1:00 PM
	Eagle Peer Recovery	The Eagle Peer Recovery (EPR) student organization weekly meeting. For additional information about this student org please visit: https://recovery.unt.edu/content/epr	6:00 PM
Thursday	College Success	College success supports students with practical techniques and strategists when transitioning from a high school to a collegiate learning environment. Our focus is on approach to assignments, managing your time, reducing stress and anxiety in coursework, and navigating college resources such as the library, writing labs, and testing center.	4:00 PM
Friday	Community Fun	A meeting intended to explore on and off campus extracurricular activities that have included movie nights, board games, pot luck dinners and other various FUN events.	Various Times

Sundays

7:00-8:00pm Refuge Recovery (meditation meeting)

Mondays

5:30-6:30pm AA Meeting: The People's Meeting of AA

Tuesdays

5:00-6:00pm Recovery Talks - open topic/check in meeting

Wednesdays

12:00-1:00pm AA Meeting: Wednesday Nooner
4:00-5:00pm NA Meeting
5:30-6:45pm Refuge Recovery (meditation meeting)

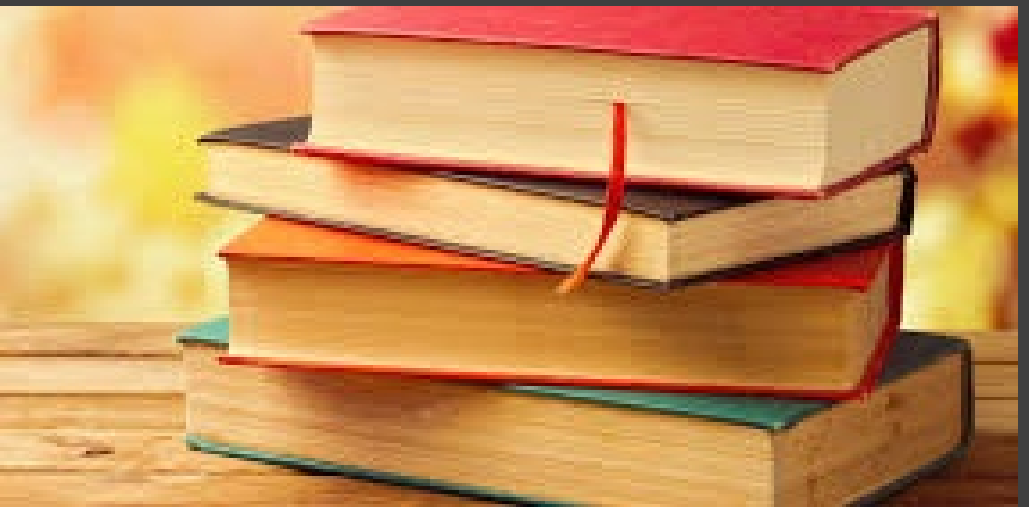
Thursdays

4:00-5:00pm Recovery Talks - open topic/check in meeting
5:00-6:30pm bi-monthly CRC Leadership Meeting (meets in UMC 411)

Fridays

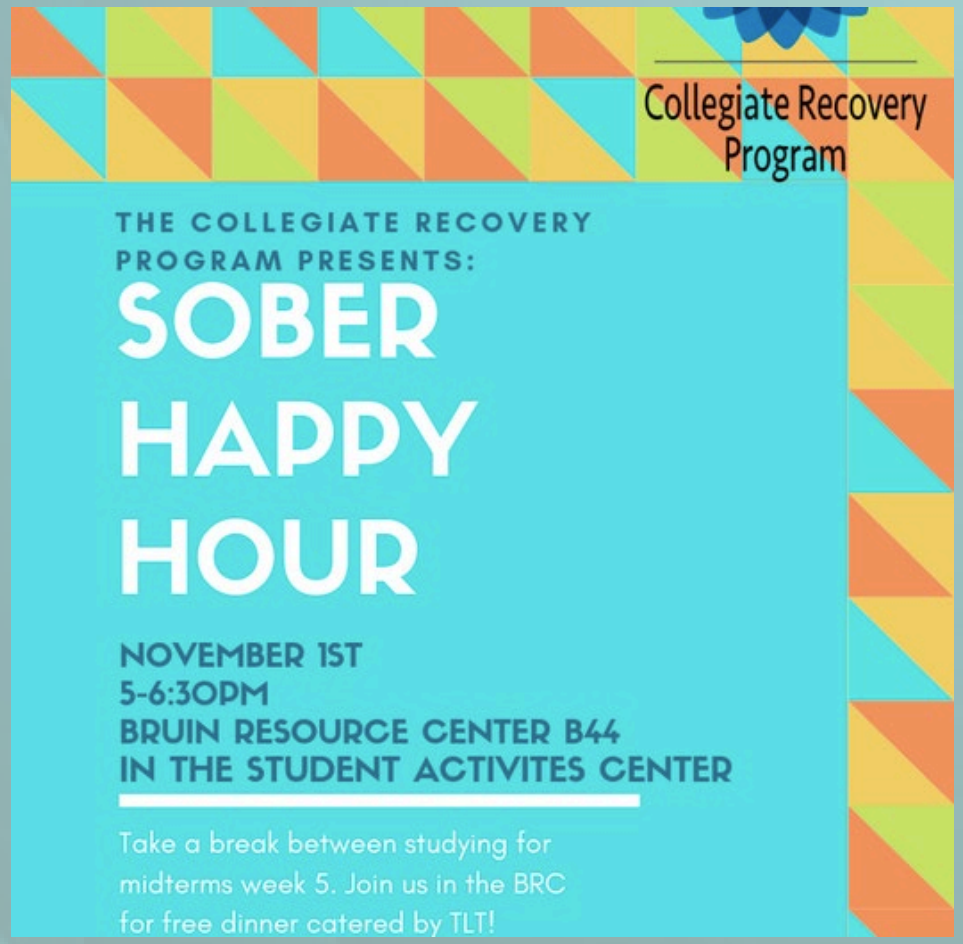
12:00-1:00pm Recovery 101 (meets in UMC 411)
4:45-5:45pm CRC Community Meeting
Friday Social afterward: events vary

Dedicated Staff



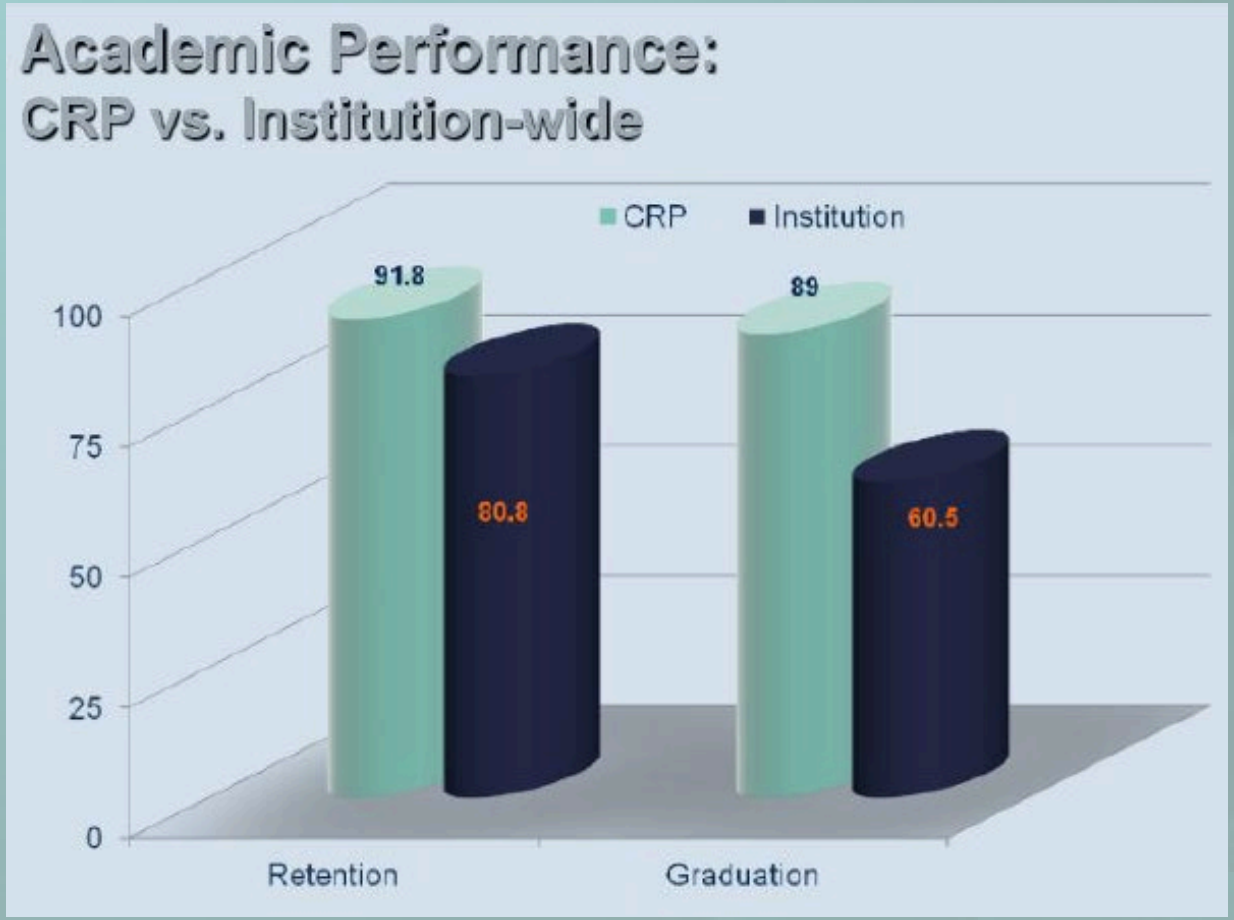
Academic Support

Substance-free social events



CRP Outcomes

- Close to 90% graduation rate compared to 61% institution-wide
- 92% retention rate compared to 81% institution wide
- 95% of students who participate in CRPs maintain their recovery
- Students and their families are choosing schools based on CRP availability



Laudet, 2013

As a student in early recovery, I felt that the college experience was an impossible uphill climb where I would be suffocated by drugs and alcohol everywhere I turned. Finding a CRP gave me a path I never thought possible.

CRP meant that I had support not just for my academic career, but for my recovery as well. A CRP meant that I finally felt like I belonged somewhere, and that I wasn't fighting the battle alone. It was possible for me to connect and get support from other students in recovery.

Rabolt, 2017

I can honestly say CRP has saved my life. Before getting involved with CRP, I did not know that I could have a sober college experience. All my previous social circles revolved around using, and I did not know how to live otherwise. CRP gave me a supportive community of students just like me, which was exactly what I needed to get sober and stay sober.

-M.P. 2013

What's Happening in Canada?

Sara Fudjack, MSW, LCSW, PhD Student
The University of British Columbia
School of Social Work
sfudjack@gmail.com

Annie McCullough, Executive Director
Faces & Voices of Recovery, Canada
annmarie@facesandvoicesofrecovery.ca