Considerations for collegiate recovery program development: A descriptive overview of various program models

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Overview

What we know

Background of our study

What we found

What it all means
What we know

• There are 145 collegiate recovery programs (CRP) currently operating or being implemented.

• Over the last five years the number of CRPs being implemented have continued to grow at a rapid rate.

• There is very little research on collegiate recovery and even less on CRPs themselves.

• Current research highlights:
  – Benefits for students in recovery (peers, academics)
  – Risks associated with not having recovery support (recovery hostile environment)
  – Benefits to the institutions for having a CPR (retention, out of state tuition, and GPAs).

Botzet, Winters, & Fahnhorst (2007); Cleveland, Harris, Baker, Herbert, & Dean (2007); Laitman & Lederman (2007); Laudet (2015); Transforming Youth Recovery (2015)
What we know (continued)

• How these programs are create and developed vary considerably.

• According to the Association of Recovery in Higher Education (ARHE) CRPs need to have four essential ingredients:
  1. University dedicated staff person(s)
  2. A psychical space on the university campus
  3. Dedicated programming specific to supporting recovery on campus
  4. A community of students who offer each other peer support

ARHE (2015)
CRPs on average had been operating for 6.5 years (SD 7.8) and enrolled an average of 28 students (SD 27) – Ranged from 4-87 students

**Institution Size (n=17)**

- 35.3% <10K students
- 23.5% 10K-30K students
- 35.3% 30K-50K students
- 6% >50K students

**Institutional and Program Descriptions**

**1-3 years operating:** 53% (n=10)
- Mean 13.7 (SD 12)
- Range 4-40

**4-7 years operating:** 16% (n=3)
- Mean 30 (SD 17.3)
- Range 10-40

**8+ years operating:** 32% (n=6)
- Mean 74.6 (SD 15.7)
- Range 57-87
What were the Guidelines and Expectations for Student Participation?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1-3 years</th>
<th>4-7 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as being in recovery and have a desire to participate</td>
<td>100% (n=10)</td>
<td>100% (n=3)</td>
<td>100% (n=4)</td>
</tr>
<tr>
<td>Live in CRP housing</td>
<td>10% (n=1)</td>
<td>-</td>
<td>50% (n=2)</td>
</tr>
<tr>
<td>Have clean and sober time</td>
<td>40% (n=4)</td>
<td>67% (n=2)</td>
<td>75% (n=3)</td>
</tr>
<tr>
<td></td>
<td>100% report a 6 month requirement</td>
<td>6 months &amp; 90 days for housing</td>
<td></td>
</tr>
<tr>
<td>Attendance at CPR activities</td>
<td>40% (n=4)</td>
<td>100% (n=3)</td>
<td>50% (n=2)</td>
</tr>
<tr>
<td>Meeting attendance</td>
<td>30% (n=3)</td>
<td>67% (n=2)</td>
<td>50% (n=2)</td>
</tr>
<tr>
<td>Prior treatment for SUD</td>
<td>20% (n=2)</td>
<td>-</td>
<td>50% (n=2)</td>
</tr>
</tbody>
</table>

The majority did not have GPA requirements
## Relapse and Retention

<table>
<thead>
<tr>
<th>Relapse</th>
<th>1-3 years</th>
<th>4-7 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate dismissal</td>
<td>10% (n=1)</td>
<td>33% (n=1)</td>
<td>25% (n=1)</td>
</tr>
<tr>
<td>Handled on case by case basis</td>
<td>80% (n=8)</td>
<td>67% (n=2)</td>
<td>50% (n=2)</td>
</tr>
<tr>
<td>Other</td>
<td>10% (n=1)</td>
<td>-</td>
<td>25% (n=1)</td>
</tr>
<tr>
<td>No current inclusion or exclusion criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Harm reduction approach, stages of change reference

<table>
<thead>
<tr>
<th>Retention</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracks retention rates</td>
<td>70% (n=7)</td>
<td>100% (n=3)</td>
<td>75% (n=3)</td>
</tr>
</tbody>
</table>

**CRPs track retention rates:**
- From time of enrollment through graduation (n=2)
- Semester to semester, across academic years (n=5)
  - Includes 1 who only tracks CRP students in residence
- Weekly attendance/personal contact with staff/student report (n=4)
## CRP structure and organization

<table>
<thead>
<tr>
<th></th>
<th>1-3 years</th>
<th>4-7 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community business meetings</td>
<td>40% (4)</td>
<td>100% (N=3)</td>
<td>33% (N=2)</td>
</tr>
<tr>
<td>CRP Housing</td>
<td>30% (N=3)</td>
<td>100% (N=3)</td>
<td>33% (N=2)</td>
</tr>
<tr>
<td>Individual service coordination</td>
<td>60% (N=6)</td>
<td>67% (N=2)</td>
<td>83% (N=5)</td>
</tr>
<tr>
<td>Community service projects</td>
<td>40% (N=4)</td>
<td>67% (N=2)</td>
<td>50% (N=3)</td>
</tr>
<tr>
<td>Academic supports</td>
<td>20% (N=2)</td>
<td>67% (N=2)</td>
<td>67% (N=4)</td>
</tr>
<tr>
<td>Recovery supports</td>
<td>100% (N=10)</td>
<td>100% (N=3)</td>
<td>100% (N=6)</td>
</tr>
<tr>
<td>Leadership meetings for student leaders</td>
<td>30% (N=3)</td>
<td>67% (N=2)</td>
<td>67% (N=4)</td>
</tr>
</tbody>
</table>
Social programs and activities

- Holiday events
- Community meals
- Team building
- Late night programming

1-3 years
4-7 years
8+ years
Other social programming

• Social programming with community organizations (Phoenix Multisport, polar plunge)
• Community recovery celebrations
• Student conference attendance
• Recreational activities (Sporting events)
• Sober dances, parties
• Service opportunities and speaking engagements
## Student Leadership

<table>
<thead>
<tr>
<th></th>
<th>1-3 years</th>
<th>4-7 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership positions</td>
<td>70% (n=7)</td>
<td>67% (n=2)</td>
<td>75 (n=3)</td>
</tr>
<tr>
<td>Paid student leader</td>
<td>40% (n=4)</td>
<td>-</td>
<td>100% (n=4)</td>
</tr>
<tr>
<td>Student government positions</td>
<td>10% (n=1)</td>
<td>-</td>
<td>25% (n=1)</td>
</tr>
<tr>
<td>Leadership teams</td>
<td>20% (n=2)</td>
<td>67% (n=2)</td>
<td>75% (n=3)</td>
</tr>
<tr>
<td>Leadership trainings</td>
<td>20% (n=2)</td>
<td>67% (n=2)</td>
<td>75% (n=3)</td>
</tr>
<tr>
<td>Leadership workshops</td>
<td>30% (n=3)</td>
<td>67% (2)</td>
<td>25% (1)</td>
</tr>
</tbody>
</table>

- Bringing students to conferences
- Advisory board members
- Student organization chair
Creation of Leadership Opportunities

- Staff & Student Collaborated
- Followed Other Program Models
- Participated in Trainings
- Campus Collaboration
- Non-Campus Collaboration

- Student Requested
- Staff Implemented

1-3 years
4-7 years
8+ years
# Budget allocation

Ranged 1-8 (1=largest part of budget)

<table>
<thead>
<tr>
<th>1-3 years</th>
<th>4-7 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Student scholarships</td>
<td>5. Student scholarships</td>
<td>5. Therapeutic Support</td>
</tr>
<tr>
<td>6. Academic support</td>
<td>6. Academic support</td>
<td>6. Academic support</td>
</tr>
</tbody>
</table>

*marketing and conference attendance were additional budgetary items
How were these programs staffed?

1-3 years
- Average staff members: 1.8

4-7 years
- Average staff members: 3.3

8+ years
- Average staff members: 4.25

Funded lines for CRP staff:
- 10 directors
  - 4 assistant directors
- 7 intern/student (GAs)
- 9 licensed clinicians/therapists
- 3 administrative assistant
- 3 programs do not have dedicated funding for staff lines
Reported Barriers for Student Participation

- Not interested in receiving CRP support
- Cost of recovery housing is prohibitive for some
- Age differences
- Don’t like the “scene”
- Don’t like to be asked to do so much stuff
- Felt 12-step recovery support was enough
- Conflict with other members

9 (53%) of CRPs indicate scheduling conflicts / time demands as the primary reasons students give for not participating in CRPs
Social Media

1-3 years
- 80% (n=8) use social media
- 40% (n=4) have a public FB page
- 50% (n=5) have a closed FB page
- 70% (n=3) use Twitter
- 40% (n=4) use it to provide recovery support

4-7 years
- 100% (n=3) use social media
- 33% (n=1) have a public FB page
- 100% (n=3) have a closed FB page
- 33% (n=1) use Twitter
- 33% (n=1) use it to provide recovery support

8+ years
- 100% (n=4) use social media
- 75% (n=3) have a public FB page
- 100% (n=4) have a closed FB page
- 50% (n=2) use Twitter
- 50% (n=2) use it to provide recovery support
CRP Wish List

- Staff (CPR Coordinator, Academic Advisor, administrators) (n=4)
- Student scholarships (n=3)
- Space (community space & housing) (n=2)
- Efficient way to organize recreational activities
- Awareness

1-3 years

- Housing (n=2)
- Staff (administrative assistant)

4-7 years

- Staff (addiction counselor or recovery coach, psychiatrist) (n=2)
- Housing
- Ability to provide more intensive services for those in early recovery

8+ years
Implications and Next Steps

• Just because established programs have a certain qualities does not mean new programs should expect to have them as well.

• There appears to be a certain trajectory of program growth.

• Further understand of program development and growth is needed.

• Exploration of the student experience based in relation to program growth is also needed.
Thank you!

Questions?