

*Road to Recovery*  
Discussion Guide  
2017 Television and Radio Series

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**April Show**

**Collegiate Recovery: Back to the Dorm**

FINAL December 6, 2016

**Discussion Guide**

The show will be filmed in a panel format, with free discussion between the show host and other panelists. This discussion guide is not to be considered a script. The information and resources provided in this discussion guide are provided to assist panelists in show preparation. The questions identified in each panel section will be asked by the show host. Panelists will respond to questions asked by the host, and they will also comment and add to information presented by other panelists in a discussion format. Panelists will bring their own keen anecdotal experiences to the show in addition to discussing ongoing research in the field.

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Show Description. At institutions of higher learning across the nation, many individuals are dedicated to generating a new wave of visible recovery supports for students. They are part of a movement that has been growing since the late 1970s<sup>1</sup> and continues to respond to the significant behavioral health conditions that can arise during the college years. For example, half of all lifetime mental disorders start by the mid-teen years.<sup>2</sup> Yet, only one third of young adults aged 18 to 25 with any mental illness received mental health services in 2014.<sup>3</sup> Additionally, binge drinking on college campuses is common, with approximately 3 in 8 students engaging in this behavior during the past month in 2015.<sup>4</sup> Panelists will discuss collegiate recovery in diverse higher education settings and ways to support students who are initiating or maintaining recovery from mental and/or substance use disorders. The show will explore housing and other types of supports amongst institutions of higher learning nationwide, including specific policies and programs, and organizational efforts to expand this model across the country.

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<sup>1</sup> Association of Recovery in Higher Education. (n.d.). [The collegiate recovery movement: A history](#). Accessed August 26, 2016.

<sup>2</sup> Substance Abuse and Mental Health Services Administration. (2016, May 11). [SAMHSA's efforts in schools and on college campuses](#). Accessed August 5, 2016.

<sup>3</sup> Substance Abuse and Mental Health Services Administration. (2016, July 14). [One-third of young adults with any mental illness received mental health services in the past year](#). *The CBHSQ Report*. Accessed August 26, 2016.

<sup>4</sup> Substance Abuse and Mental Health Services Administration. 2015 National Survey on Drug Use and Health (NSDUH). [Table 6.89B—Binge alcohol use in the past month among persons aged 18 to 22, by college enrollment status and demographic characteristics: Percentages, 2014 and 2015](#). Accessed December 5, 2016.

## Panel 1: Collegiate Recovery: Where Have We Been and Where Are We Going?

### Key Questions:

1. What are the main issues affecting our colleges and universities when it comes to mental and/or substance use disorders?
2. How do mental and/or substance use disorders affect students in the academic setting?
3. What types of challenges are present for both students and institutional administrators?
4. Specifically, what behavioral health conditions (e.g., binge drinking, mental illness, and substance use) are particularly relevant for young people during the transition from high school to college? How many transition-aged young people (aged 18 to 25) are experiencing or have experienced these conditions?
5. How do these problems affect academic performance and student safety?
6. What do students think about what should be done related to these problems?
7. What are collegiate recovery programs and how do they begin to address the challenges mentioned?
8. How have collegiate recovery efforts grown during the past few decades?

### Main Issues Affecting Colleges and Universities—Mental and/or Substance Use Disorders

Source: Affordable Colleges Online. (n.d.). [Substance abuse in college](#). Accessed September 29, 2016.

- Though drinking has long been the most common form of substance abuse in college, the National Institute on Drug Abuse points out that the use of marijuana, prescription drugs and illicit drugs is on the rise. The good news is that students can be proactive in understanding what constitutes substance abuse, how to keep their own habits in check, and how to spot problems in themselves or others.

Source: Affordable Colleges Online. (n.d.). [Student mental health: A guide to identifying disorders and promoting wellness](#). Accessed September 9, 2016.

- [Here's a rundown of the most pressing mental health issues on campus:]
  - Stress and anxiety regularly rank highest among mental health complaints for college students.
  - [Depression is the second most prominent mental health concern for college students.]
  - Drugs and alcohol use
  - Eating disorders
  - [ADHD and attention problems also seem to be on the rise.]
  - [Obsessive compulsive disorder, bipolar disorder, and post-traumatic stress disorder are also conditions to be aware of.]

### Effects of Mental and/or Substance Use Disorders on Students

Source: Affordable Colleges Online. (n.d.). [Substance abuse in college](#). Accessed September 29, 2016.

- Binge drinking occurs quite often in college. Some reasons might include newfound freedom, the desire to experiment, peer pressure, trying to fit in at parties and purposely getting drunk as fast as possible.
- Not only is binge drinking so common it's almost a rite of passage for college students, it can lead to serious issues, such as physical and sexual assault, accidents, alcohol poisoning and academic problems. As a result, what may seem like fun or necessary behavior to have a social life can be very harmful.

- Drinking alcohol can lead to poor decisions, including the choice to get behind the wheel when impaired. All states have laws that make drunk driving a criminal offense. Most states will suspend a driver's license for a period of time after being convicted of DUI.
- Drug abuse, whether it is turning to illegal drugs or using legal drugs in a way not intended, is a serious problem across college campuses nationwide. Drug use can result in jail time, huge legal bills and a criminal record that will follow you for decades.
- [And the mental health section of this website (<http://www.affordablecollegesonline.org/college-student-mental-health/>) points out that stress, anxiety, sleep difficulties, and depression are the top problems that affect academic performance in college.]

### **Challenges For Students and Institutional Administrators**

Source: Van Pelt, J. (2013, July/August). [College mental health initiatives—Outreach to at-risk students](#). Accessed September 29, 2016.

- This article discusses a study of mental health services on college campuses that surveyed directors of campus psychological counseling centers. [All] reported a significant increase in severe psychological problems among their students compared with prior years.
- Administrators reported more difficult long-term mental health issues; the emergence of less prevalent conditions; and greater numbers of students coming to college already taking psychiatric medication and/or expecting mental health services when they arrive.
- Added to the typical college stressors is the stigma that students with mental health issues face from peers, faculty, and other college staff.
- Student-run on-campus advocacy groups sponsored by Active Minds seek to decrease the stigma associated with mental health issues, increase help-seeking behaviors, and educate students about campus mental health resources.
- [Researcher] interviews also suggested that at least some college administrators are aware of and addressing the challenges associated with an increasing student population with mental health needs. However, the NAMI student survey indicates that not all colleges are effectively meeting their students' mental health needs. Simple resources, such as having information available on the college website about hours of service, contacts, warning signs, and how to help friends, were missing at many colleges.

### **Relevant Behavioral Health Issues and Their Prevalence Among Transition-Aged Young People**

Source: Lipari, R. N., and Jean-Francois, B. (2016, May 26). [A day In the life of college students aged 18 to 22: Substance use facts](#). *The CBHSQ Report*. Accessed September 16, 2016.

- This report presents facts about substance use among college students aged 18 to 22 using combined data from the 2011 to 2014 National Survey on Drug Use and Health.
  - On an average day during the past year, 2,179 full-time college students drank alcohol for the first time, and 1,326 used an illicit drug for the first time.
  - On an average day during the past year, of the 9.0 million full-time college students in the United States, 1.2 million drank alcohol, and 703,759 used marijuana.

Source: SAMHSA. (2016, March 2). [Age- and gender-based populations](#). Accessed September 21, 2016.

- *Mental Disorders*—Half of adult mental [disorders begin] before the age of 14, and three-fourths before age 24. More than 40 percent of youth ages 13 to 17 have experienced a behavioral health [condition] by the time they reach seventh grade.
- Combined 2010–2012 data from SAMHSA’s National Survey on Drug Use and Health (NSDUH) indicate that 1 in 5 young adults aged 18 to 25 (18.7 percent) reported any mental illness in the past year and 3.9 percent were diagnosed with a serious mental illness.
- *Suicide*—Suicide is the third leading cause of death among youth ages 15 to 24 after accidents and homicide.
- *Illicit Drug Use*—In 2014, 22.7 percent of people aged 18 to 20 and 21.5 percent of people aged 21 to 25 used an illicit drug during the past month.

Source: SAMHSA. 2015 National Survey on Drug Use and Health. [Table 6.89B—Binge alcohol use in the past month among persons aged 18 to 22, by college enrollment status and demographic characteristics: Percentages, 2014 and 2015.](#)

- *Binge Drinking*—In 2013, 37.9 percent of college students ages 18–22 engaged in binge drinking (on an occasion, five or more drinks for men and four or more drinks for women) in the past month compared with 32.6 percent of other persons of the same age.

Source: SAMHSA. 2015 National Survey on Drug Use and Health. [Table 6.90B—Heavy alcohol use in the past month among persons aged 18 to 22, by college enrollment status and demographic characteristics: Percentages, 2014 and 2015.](#)

- *Heavy Drinking*—In 2013, 12.5 percent of college students ages 18–22 engaged in heavy drinking (on five or more occasions in the past month, five or more drinks for men and four or more drinks for women) in the past month compared with 8.5 percent of other persons of the same age.

SAMHSA. (2015, October 27). [Underage drinking.](#) Accessed August 4, 2016.

- *Driving Under the Influence of Alcohol*—In 2014, more than 1.6 million people between the ages of 12 and 20 reported driving under the influence of alcohol in the past year. This accounts for almost 4.4 percent of people between these ages.

SAMHSA. (2015, August 27). [First-of-a-kind study shows college students often start using substances during summer.](#) Accessed August 4, 2016.

- *Non-medical Use of Stimulant Medication*—[This behavior peaks] in November, December, and April. Each year about 137,000 full-time college students start using prescription stimulants non-medically (400 on an average day). During November, December, and April the average daily initiation rate climbs to above 500 (peaking at 585 in November).

Source: Centers for Disease Control and Prevention. (2016, August 9). [College health and safety.](#) Accessed August 31, 2016.

- *Sexually Transmitted Diseases*—Nearly half of the 20 million new sexually transmitted diseases (STDs) diagnosed each year are among young people aged 15–24 years. About 1 in 4 (26 percent) of all new HIV infections is among youth ages 13 to 24 years.

## **Impact on Academic Performance and Student Safety**

Source: CampusHealthandSafety.org. (n.d). [Consequences of poor mental health](#). Accessed September 29, 2016.

- A considerable proportion of students said that mental health problems affected their individual academic performance, including receiving an incomplete, dropping a course, or receiving a lower grade in a class, on an exam, or an important project. In fact, four out of the five leading factors found to negatively affect students' individual performance in the last year were related to mental health.
- Students with mental health problems like anxiety or depression tend to have lower grades and are more likely than their peers without these problems to drop-out of school prematurely.
- Institutions of higher education can experience the impact of undetected or untreated mental health problems in terms of lost tuition, fees, or alumni donations. In more serious cases, such as when a student attempts or commits suicide, colleges and universities may face lawsuits and encounter negative publicity for years to come.

### **Students' Views on These Problems**

Source: Laudet, A. (2016, June 14). [So you want to do college sober? Rehabs.com](#). Accessed September 29, 2016.

- We conducted a federally funded nationwide survey of all programs operating as of 2012 to document the breadth of services and support available across CRPs as well as their student's experiences.
- One third (34%) of CRP students report that they would not have considered attending college at this time, were it not for the availability of a recovery support program.
- Twenty-nine percent of CRP students inquired about the availability of campus-based recovery support before applying to their current institution; of those, 72% reported that the CRP was "very important" to their decision to enroll at their current institution – they would not have enrolled there without it.

### **Collegiate Recovery Programs—How They Begin to Address Challenges**

Source: Association of Recovery in Higher Education. (n.d.). [About ARHE](#). Accessed August 5, 2016.

- A collegiate recovery program (CRP) is a supportive environment within the campus culture that reinforces the decision to disengage 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.

Source: Association of Recovery in Higher Education. (n.d.). [Responding to a need](#). Accessed August 31, 2016.

- The collegiate recovery movement developed to support the treatment and recovery of students within a heavy drinking culture.... In coordination with primary and secondary prevention programs, tertiary supports such as collegiate recovery communities (CRCs) and collegiate recovery programs (CRPs) respond to the need to support the recovering college-age student and to increase access to treatment for the student [with a substance use disorder].

### **Growth of Collegiate Recovery Efforts During the Past Few Decades**

Source: Association of Recovery in Higher Education. (n.d.). [The collegiate recovery movement: A history](#). Accessed August 31, 2016.

- Collegiate Recovery Programs (CRPs) started at a few universities in the 1980s to meet recovering students' support needs, as part of a broader effort to address substance use on campus. CRPs generally offered onsite sober housing, self-help meetings (e.g. 12-step), and counseling provided by a small staff. CRPs' strive to create a campus-based "recovery friendly" space and a supportive social community to enhance educational opportunities while supporting students' recovery and emotional growth. The model fits into the continuing care paradigm of a "recovery management" system. Students participating in these trailblazing early programs had superior outcomes to those [who] were not participants, which was later confirmed by an emerging body of research.
- [During the late 1990s and early 2000s, more colleges and universities established CRPs.] During this period research confirmed that these CRCs [collegiate recovery communities] provided successful support to college students in recovery. The sudden explosion in (CRCs) and CRPs nationwide benefitted from previously existing successful models. The Federal government by recognizing that CRCs fit their endorsement of community-based support networks, may have aided in their expansion.
- [During the mid-2000s and into the 2010s, many more campuses established CRPs.] Many of these sites benefitted from private start-up funds made available by Stacey Mathewson of Transforming Youth Recovery. These new sites vary in where they are housed administratively, whether they have a staff member, whether they have a physical place to meet, or whether they are student organizations.

## **Panel 2: Models for Collegiate Recovery: Opportunities to Learn and Teach**

### **Key Questions:**

- 1. How do recovery-oriented approaches benefit transition-aged young people in recovery from mental or substance use disorders?**
- 2. What role do recovery/sober dorm and alternative living communities play in supporting students? What benefits do these living communities offer students in recovery?**
- 3. How receptive are colleges and universities when they are approached about starting student-centered recovery housing alternatives for their student body?**
- 4. What types of policies do institutions of higher learning need to adopt to address issues related to mental and/or substance use disorders on their campuses?**
- 5. What are some examples of recovery programs and services offered on college campuses?**
- 6. What are some examples of effective support systems for students in recovery from co-occurring mental and substance use disorders?**
- 7. Why are sober recreation and leisure activities particularly important when supporting the recovery of college students?**
- 8. Are there collegiate recovery models specifically tailored to the special considerations of racially and ethnically diverse students? What specifically is being done in this area?**
- 9. Are there trainings and peer models for recovery from mental or substance use disorders on college campuses? How can they be accessed by those interested in learning more?**

### **Recovery-Oriented Approaches—Young People in Recovery**

Source: SAMHSA. (2009). [Designing a recovery-oriented care model for adolescents and transition age youth with substance use or co-occurring mental health disorders](#). Rockville, MD: U.S. Department of Health and Human Services. Accessed August 31, 2016.

[This listing is not comprehensive, but provides a sense of what participants deemed most critical for a recovery-oriented system.]

#### Values and Principles for a Recovery-Oriented System of Care

- Being family focused;
- Reflecting the developmental stages of youth;
- Acknowledging the nonlinear nature of recovery;
- Promoting resilience;
- Being strengths-based; and,
- Identifying recovery capital.

#### Services and Supports

- Ensuring ongoing family involvement;
- Providing linkage;
- Assuring that the range of services and supports address multiple domains in a young person's life;
- Including services that foster social connectedness;
- Providing specialized recovery supports; and,
- Providing therapeutic/clinical interventions.

#### Importance of Recovery/Sober Dorm and Alternative Living Communities and Their Benefits

Source: Laudet, A., Harris, K., Kimball, T., Winters, K. C., and Moberg, D. P. (2014). [Collegiate recovery communities programs: What do we know and what do we need to know?](#) *Journal of Social Work Practice in the Addictions*, 14(1), 84–100. Accessed September 13, 2016.

- A social environment supportive of recovery that fosters social connectedness is essential to youths sustaining a drug free lifestyle. Central to the youth-specific context are school and peers: staying in school, functioning effectively at school, engaging in non-drug-related leisure activities, establishing friendships with non-drug-using peers including peers in recovery, and having effective coping strategies to deal with exposure to peers' substance use are therefore recommended elements of an effective continuum of care for youths.

Source: Laudet, A. B., Harris, K., Kimball, T., Winters, K. C., and Moberg, D. P. (2015). [Characteristics of students participating in collegiate recovery programs: A national survey](#). *Journal of Substance Abuse Treatment*, 51, 38–46. Accessed September 13, 2016.

- [Collegiate recovery programs (CRPs)] strive to create a campus-based 'recovery friendly' space and a supportive social community to enhance educational opportunities while supporting students' recovery and emotional growth. The model fits into the continuing care paradigm of a 'recovery management' system.
- Across the 29 CRPs nationwide, annual relapse rates range from 0 to 25% (mean = 8%), and academic achievement (GPA and graduation) surpass the host institution's overall outcomes.

#### Receptiveness of Colleges and Universities for Starting Student-Centered Recovery Housing Alternatives

Source: Horton, M. J. (2015, April 11). [College recovery programs take off. Addiction.com](#). Accessed September 29, 2016.

- [There has been an increase in] Collegiate Recovery Programs (CRPs), which provide college students in recovery ongoing support and sober activities (like intimate get-togethers, dancing parties and canoeing outings).
- While the numbers are growing by leaps and bounds — there are currently 50 well-established programs, 50 in start-up mode and 35 in consideration across the country.

Source: Cioe, J. (n.d.) [Collegiate recovery programs. AddictionUnscripted.com](#). Accessed September 29, 2016.

- [This article discusses a variety of experience with establishing CPRs, including campuses that resist.]

### **Policies Institutions of Higher Learning Need to Adopt to Address Mental and/or Substance Use Disorders**

Source: The JED Foundation Campus Program. (n.d.) [The JED Campus Framework](#). Accessed September 29, 2016.

[Below are a subset of policies related to campus behavioral health:]

- All full time students should have health insurance.
- For those students not covered by family or other plans, the school should offer a student health insurance plan that includes comprehensive coverage for mental health and substance use disorder services.
- The school should have formally written policies on alcohol or substance abuse, and these policies should include both illicit/illegal prescription drug abuse.
- Campus alcohol and drug policies should be explicit, clear and well publicized.
- Campus administrators should work with local/community authorities, shopkeepers and bars to promote enforcement of under-age drinking and other substance abuse prevention policies.
- The school should have clear protocols for responding and transporting intoxicated, overdosed and/or distressed students for emergency care.
- The university should have a policy in place requiring students who have had an alcohol or drug infraction to have an evaluation for substance misuse.
- The university should have a policy in place requiring students who have had an overdose to have an appropriate clinical follow-up.

### **Examples of Recovery Supports on College Campuses**

Source: Association of Recovery in Higher Education. (n.d.). [About the program: StepUP® Program at Augsburg College](#). Accessed September 13, 2016.

- [This source provides an overview of the collegiate recovery program at Augsburg College, which has a strong peer support component in place.]
- Our program provides a 106-person residence hall for all StepUP students. We engage students through a number of recovery programs including our ropes course, sober parties, movie nights, etc. We additionally have a number of recovery supports, such as: meetings off campus, Academic Skills Office, Center for Learning and Adaptive Student Services, tutoring, weekly counselor meetings, weekly



community meetings, the Counseling and Wellness Center, athletics, intramurals, mindfulness club, and student organizations.

Source: The University of North Texas Collegiate Recovery Program. (n.d.). [About us](#). Accessed September 13, 2014.

- This website provides an overview of the CRP at The University of North Texas, which also has a strong peer-support component.
- The University of North Texas Collegiate Recovery Program utilizes existing resources to enhance opportunities for students recovering from substance use disorders, behavioral (process) addictions, and mental health illness, in an effort to keep students connected to their peers while meeting their desired goal of healthy living and academic success. The UNT CRP promotes recovery and healthy living through peer and institutional bonding. Specifically, the UNT CRP provides a safe place to “hang out”, peer-lead meetings, peer-to-peer support and mentoring, substance-free extra-curricular activities, academic case management, service learning opportunities, on-going seminars, scholarships, and a scholarly program of study.

### **Recovery Supports for Students with Co-occurring Mental and Substance Use Disorders**

Source: Center for Medicaid and CHIP Services and SAMHSA. (2015, January 26). [Coverage of behavioral health services for youth with substance use disorder](#). Joint CMCS and SAMHSA Informational Bulletin. Accessed September 13, 2016.

- The technical expert panel concluded that “the field must focus on early initiation and engagement of youth with SUDs in recovery services” which “should be identified at the beginning of treatment, be included in the youth and family service plan, continue after discharge,” and be offered in environments such as high schools, colleges, universities and community youth recovery centers. They stated that “Engagement in pro-social activities should be promoted as an essential component of youth treatment and recovery” and that the implementation of recovery services “should attract youth and be developmentally appropriate.”
- The technical expert panel members agreed that peer-to-peer supports are promising for youth in recovery and stated that there is a need to increase the availability of both individual and group-based peer services.

Source: National Alliance on Mental Illness (NAMI). (n.d.). [NAMI on Campus](#). Accessed August 5, 2016.

- NAMI on Campus clubs work to end the stigma that makes it hard for students to talk about mental health and get the help they need. Clubs hold creative meetings, hold innovative awareness events, and offer signature NAMI programs through partnerships with NAMI State Organizations and Affiliates across the nation.

Source: BestColleges.com. (n.d.). [College guide for students with psychiatric disabilities](#). Accessed September 14, 2016.

- To create universally accessible courses, colleges must take the following steps to ensure their classes and campuses are completely inclusive:
  - Allow students with special needs to complete coursework, give presentations, and take exams using alternative formats.

- Work with students with specific needs to gain access to adaptive software and technology that helps them learn effectively.
- Appoint individuals who can assist these students as note-takers, readers, scribes, or other essential roles.
- Offer students with special needs additional time for assignments and tests, as well as getting to class.
- Guide students with disabilities to specialized counselors, resource centers, and other on-campus services dedicated to assisting these individuals.

### **Importance of Sober Recreation and Leisure Activities**

Source: Jones, R. (2015, August 18). [Staying sober on campus: College students in recovery](#). Pyramid Healthcare, Inc. Accessed September 13, 2016.

- Young people attempting to maintain sobriety or abstinence from drugs and alcohol may struggle to navigate the collegiate social scene, which often revolves around situations that may lead to drinking or drug use, such as parties or tailgates.

Source: Recovery.org. (2015, July 22). [College culture: How to stay sober...and still have fun!](#) Accessed September 13, 2016.

- [This source is a personal story about how one individual in recovery went to college and found ways to enjoy herself without being tempted with alcohol.]

Source: Miller, A. (n.d.). [Importance of recreation in recovery](#). Vinland Center. Accessed September 14, 2016.

- People recovering from drug and alcohol abuse must learn how to manage stress and have fun without the use of [drugs or alcohol]. Finding leisure activities they enjoy can provide them with a constructive use of their free time. Recreational activities are an excellent tool for teaching individuals how to achieve goals, solve problems, socialize while sober, and handle stressful situations without the use of drugs or alcohol.
- The restorative effects of nature are very powerful and can be highly therapeutic, especially to those in treatment for drug or alcohol abuse. Outdoor recreation during treatment provides individuals with the chance to rest and refocus their energies on their recovery. Benefits of outdoor recreation include reduced stress levels, increased attention span, improved relaxation, decreased anxiety, reduced blood pressure, and decreased risk of depression.

### **Recovery Models/Efforts for Diverse Students**

Source: North Carolina A&T State University. (n.d.). [Collegiate recovery community \(CRC\)](#). Accessed September 13, 2016

- [This page provides an overview of the collegiate recovery program (CRP) at North Carolina A&T, which is the only Historically Black College to have a CRP.]
- [The CRC] provides:
  - A safe place to meet others in recovery
  - A place for personal and academic growth
  - A place where you can receive support
  - A place to have fun
  - A place where you can support others in recovery

- Expectations of CRC students:
  - Attend 1—campus recovery meeting every week
  - Commitment to the CRC program
  - Sign up for monthly advisement
  - Attend Celebration of Recovery
  - Commitment to service
- Campus Based 12 Step Meetings [of various mutual support groups]

### **Recovery on Campuses of Minority-Serving Institutions**

Source: Historically Black Colleges and Universities (HBCU) Center for Excellence in Behavioral Health. (2016, May 26). [Understanding co-occurring disorders](#). Accessed September 13, 2016.

- [This presentation about co-occurring disorders was created by Tiffany Cooke, M.D., M.P.H., FAPA, an assistant professor at Morehouse School of Medicine, a Historically Black College. In the presentation, she discussed the perceived needs and efforts by African Americans to get treatment versus those of other races and ethnicities.]

Source: North Carolina A&T State University. (n.d.). [Collegiate recovery community \(CRC\)](#). Accessed September 13, 2016.

- [This page provides an overview of the collegiate recovery program (CRP) at North Carolina A&T, which is the only Historically Black College (HBC) to have a CRP.]

Source: SAMHSA. (2011, March 14). [Promoting behavioral health strategies for HBCUs and communities](#). Accessed September 13, 2016.

- [This presentation] discusses the impact of behavioral health on today's college students, particularly Blacks, and the changes that are occurring in the field. [It] examines health disparities, health reform, and workforce development, as well as opportunities for prevention.

### **Other Best Practices—Trainings and Peer Models—for Preventing and Addressing Behavioral Health Conditions on Campuses**

Source: [SAMHSA's National Registry of Evidence-based Programs and Practices](#). (n.d.). Accessed September 2, 2016.

- [This website provides information on behavioral health programs for college students.]

Source: NASPA (Student Affairs Administrators in Higher Education). (n.d.). [BACCHUS Initiatives of NASPA](#). Accessed August 31, 2016.

- [*Peer Models for Collegiate Recovery*—]The BACCHUS Initiatives of NASPA is the program supporting student leadership and peer education on health and safety issues —no matter peer education group name, specialized health interest, or social affiliation. The peer education experience gives students the confidence to believe in themselves and the power of influence they have on others. For some, peer education is a life-changing moment for themselves or someone they help.

Source: Marygrove College. (n.d.). [Peer Recovery Mentoring Program](#). Accessed September 13, 2016.

- [This source provides information on a peer recovery mentorship program at a college in Michigan. The program was developed to provide the educational component that meets the Michigan Certification Board of Addiction Professionals (MCBAP) requirements.]
- Experiential expertise is the ability to use your own recovery experience to help promote others in their efforts to attain long-term recovery. Marygrove’s Peer Recovery Mentoring Program (PRMP) will educate and train you on how to turn your knowledge into expertise.

Source: Portland Community College. (n.d.). [Course content and outcome guide for AD 107 effective fall 2016](#). Accessed September 13, 2016.

- [This college provides a course on how to be an effective addictions recovery mentor.]
- Presents an overview of Addiction Recovery Mentor skills, resources and evidence-based practices that have been demonstrated to contribute to successful Peer Mentor Programs.

### **Panel 3: The Important Roles of Families, Educators, and Administrators in Supporting Collegiate Recovery**

#### **Key Questions:**

1. **Who should be the catalyst for starting on-campus recovery support programs and sober dorms?**
2. **What role can family members play in supporting recovery during the college years?**
3. **How can family members achieve a balance between their college students’ growing independence and support for recovery?**
4. **What should professors and other staff members understand—and how can they support and empower—students in recovery from mental or substance use disorders?**
5. **What should administrators in higher education understand—and how can they support and empower—students in recovery, as well as students that need recovery services and support for mental and/or substance use disorders? What should they understand about the overall benefit to the college/university?**
6. **What are some of the indicators that might suggest that young people in recovery might be struggling on their pathway to recovery and what can a concerned individual do to help them?**
7. **What steps can students take to maintain recovery and overall wellness, especially during stressful times?**

#### **Catalyst for Starting On-campus Recovery Support Programs and Sober Dorms**

Source: The Haven at College. (n.d.) [A safe haven for recovering students; a positive impact on the campus](#). Accessed September 29, 2016.

- [This article argues that college administrators should initiate CPRs on campus.]
- Being able to provide your students with a residential recovery option will not only open up a world of hope and possibility for the individual student, it can positively impact the college as a whole. Along with the positive influence a recovery culture can bring to a campus, there are other, more measurable factors to consider, such as increased college graduation and retention rates (critical indicators in

national rankings) and preventing loss of revenue as result of lost tuition. [CPRs] can mean a competitive advantage in recruiting students.

### **Family Support for Recovery During College**

Source: Partnership for Drug-Free Kids. (2015, March 9). [How do I support my teen's recovery after addiction treatment?](#) Accessed September 2, 2016.

- [[Continuing Care: A Parent's Guide to Your Teen's Recovery from Substance Abuse](#) describes the importance of ensuring continuing care for the young person, encouraging his/her participation in follow-up care, reinforcing the messages of treatment, and monitoring in a supportive way.]

Source: Recovery Research Institute. (n.d.). Collegiate recovery programs: [Recovery support for college students](#). Accessed September 2, 2016.

- [Parents with] a child or family member in treatment or recovery who will begin or re-enter college in the near future [can help them] look for campuses that offer supportive services or have a CRP. For those already in college, [parents can] make sure they are aware of the services their college or university currently offers.

### **Balance Between College Students' Independence and Support for Recovery**

Source: [TreeHouse Learning Community](#). (n.d.). Accessed September 2, 2016.

- [Students in recovery and their parents have to navigate unique issues, including finding a support organization, meeting other young people in recovery, sticking to a recovery program, meeting deadlines, and dealing with social anxiety and learning issues.]

Source: New Hope Recovery Center. (n.d.). [Helicopter parenting: Recipe for alcohol or drug addiction?](#) Accessed September 2, 2016.

- [This article offers suggestions for parents.]
  - Move from acting as negotiator or problem-solver to coach.
  - Step back and allow more space for your young adult to develop life and coping skills through life experiences.
  - Wait until you are asked [before solving problems].
  - If you feel your young adult is in over his/her head, walk through their plans and guide them through the pros and cons of the plans.
  - Teaching young adults to manage stress, frustration, disappointment and discouragement on their own will help them avoid becoming stuck in depression and anxiety and perhaps turning to drugs or alcohol to cope.

### **Information on Recovery for Professors and Other College Staff Members**

Source: SAMHSA. (2015, October 5). [Recovery and recovery support](#). Accessed September 2, 2016.

- [This webpage provides SAMHSA's working definition of recovery and explains why recovery support is important.]

Source: Laudet, A., Harris, K., Kimball, T., Winters, K. C., and Moberg, D. P. (2014). [Collegiate recovery communities programs: What do we know and what do we need to know?](#) *Journal of Social Work Practice in the Addictions*, 14(1), 84–100. Accessed September 13, 2016.

- The high prevalence of substance use and abuse in colleges and universities in the U.S. constitute a significant obstacle to pursuing an education for the unknown number of youths who have attained remission from substance use dependence.
- Collegiate Recovery Programs (CRPs) are an innovative and growing model of peer-driven recovery support delivered on college campuses.
- Although no systematic research has examined CRPs, available site-level records suggest encouraging outcomes: low relapse rates and above average academic achievement.

Source: Perron, B. E., Grahovac, I. D., Uppal, J. S., Granillo, T. M., Shuter, J., and Porer, C. A. (2011). Supporting students in recovery on college campuses: Opportunities for student affairs professionals. *Journal of Student Affairs Research and Practice*, 48(1), 47–64.

- ... college students experience various life transitions and stressors that increase their risk of mental disorders (e.g., depression, anxiety, eating disorders, substance use disorders, and suicidal behavior). Mental health problems create serious challenges for an individual recovering from a substance use disorder, as they interfere with the ability to effectively cope. Students in recovery are also challenged by a college environment that offers easy access to drugs and alcohol, and a college culture that promotes the misuse of substances.

Source: Finch, A. J. (2008). Rationale for including recovery as part of the educational agenda. *Journal of Groups in Addiction & Recovery*, 2(2–4), 1–15.

- [This article explains why recovery programs are a critical part of higher education.]

### **Information on Recovery for Higher Education Administrators**

Source: Moore, A. S. (2012, January 20). [A bridge to recovery on campus](#). *The New York Times*. Accessed September 2, 2016.

- [In this article, college students in recovery talk about their experiences.]

Source: Transforming Youth Recovery. (2015, August). [38 assets for building collegiate recovery capacity](#). Accessed September 2, 2016.

- [This resource identifies] a set of 38 community-based assets that are the basis for building collegiate recovery capacity across the nation. These assets reflect the potential college-specific individuals, associations and institutions that can be assembled into practices to help students in recovery to thrive in the fullness of the college experience.

Source: Association of Recovery in Higher Education. (n.d.). [Starting a collegiate recovery program](#). Accessed September 2, 2016.

- [This webpage provides guidance for college administrators who want to establish a collegiate recovery program on their campuses.]

### **Administrators—Understand Overall Benefit to the College/University**

Source: American Psychological Association. (n.d.) [The state of mental health on college campuses: A growing crisis](#). Accessed September 29, 2016.

- Research clearly shows just how much strong mental and behavioral health supports can improve student life. Without the proper psychological services, students with emotional and behavioral problems have the potential to affect many other people on campus, including roommates, classmates, faculty, and staff with disruptive and even dangerous behavior. However, when students receive help for their psychological problems, counseling can have a positive impact on academic success, retention, and personal well-being. The most recent survey of college counseling center directors found that 59 percent of clients indicated that counseling had helped them remain in school and 60 percent stated that counseling helped improve their academic performance. Moreover, with more than 65 percent of high school students attending postsecondary education institutions, these counseling centers help millions of students.

### **Some Signs That People Are Struggling on Pathway of Recovery**

Source: MentalHealth.gov. (n.d.). [Mental health and substance use disorders](#). Accessed September 2, 2016.

- [This webpage offers a noncomprehensive list of signs of worsening mental health.]

### **How Students Can Maintain Recovery and Wellness**

Source: Centers for Disease Control and Prevention. (2016, August 8). [Tips for college health and safety](#). Accessed September 2, 2016.

- [This webpage offers tips for maintaining health and wellness, managing stress, and endeavoring to cope.]

Source: National Alliance on Mental Illness. (n.d.). [Managing a mental health condition in college](#). Accessed September 14, 2016.

- [This source provides useful advice for college students in recovery from a mental health condition.]

## **Panel 4: Resources That Support Collegiate Recovery**

### **Key Questions:**

- 1. What resources are available for administrators and other college and university staff who are considering establishing recovery programs, including sober dorms or alternative living accommodations?**
- 2. What resources are available to help professors and other staff members learn about and support recovery among college students?**
- 3. What are some resources to help family members as they support the recovery of college students, including identifying institutions of higher education with recovery programs?**
- 4. Are there resources available to assist college students who want to encourage their institutions of**





Source: National Institute on Alcohol Abuse, and Alcoholism (NIAAA). (n.d.). [NIAAA college materials](#). Accessed August 5, 2016.

- [This webpage offers reports, statistical papers, brochures, factsheets, and other information on reducing drinking and changing the drinking culture on college campuses.]

### **Resources on Collegiate Recovery for Professors/Staff**

Source: American College Health Association. (n.d.). [Resources for college health professionals](#). Accessed August 5, 2016.

- [This webpage offers a wide range of resources to help college health professionals meet the needs of diverse college communities.]

Source: Kovesi, C. A. (2015, November 23). [Dealing with mental health: A guide for professors](#). University Affairs. Accessed September 2, 2016.

- [This article encourages professors to consider their views on mental health and provides tips on how they can make students with mental health conditions more comfortable. It addresses what to do in class, during office hours, and when a student is in crisis.]

Source: Brzycki, H. G. (2016, January 5). [Student mental health: Faculty must play a role](#). Accessed September 2, 2016.

- [This article discusses why faculty members need to play a role in student mental health and offers best practices.]

### **Resources on Collegiate Recovery for Family Members**

Source: SAMHSA. (2015, February 6). [The Sound of Your Voice](#). Accessed August 4, 2016.

- [This brief video encourages parents and other concerned adults to talk with their college-bound young adults about alcohol use.]

Source: Association of Recovery in Higher Education. (n.d.). [Collegiate recovery program members](#). Accessed August 31, 2016.

- [This webpage offers a list of universities and colleges that incorporate recovery on their campus in a way that is unique to their population and culture.]

### **Student Resources—Advocacy/Choosing Colleges**

Source: Association of Recovery in Higher Education. (n.d.). [Recovery resources](#). Accessed August 5, 2016.

- [This webpage offers resources for parents, students, and those who want to start a collegiate recovery program.]

Source: Association of Recovery in Higher Education. (n.d.). [Recovery Campus](#). Accessed August 5, 2016.

- [An online and digital newsletter for young adults who are making important decisions about their recovery from addiction. Its mission is to raise the awareness of collegiate recovery communities across the country.]

Source: National Alliance on Mental Illness (NAMI). (n.d.). [NAMI on Campus](#). Accessed August 5, 2016.

- [This webpage addresses mental health conditions on college campuses and how students can start supportive clubs.]

### **Student Resources—Recovery Support**

Source: SAMHSA. (n.d.). [Behavioral Health Treatment Services Locator](#). Accessed September 20, 2016.

- [This website provides] a confidential and anonymous source of information for persons seeking treatment facilities in the United States or U.S. Territories for substance abuse/addiction and/or mental health problems.

Source: SAMHSA. (n.d.). [National Suicide Prevention Lifeline](#). Accessed September 20, 2016.

- [Calling 1-800-273-TALK (8255) connects people to a skilled, trained counselor at a local crisis center, anytime. This counselor will listen to your problems and tell you about mental health services in your area. Calls are free and confidential.]
- [The Lifeline is available for people who speak Spanish at <http://www.suicidepreventionlifeline.org/gethelp/spanish.aspx>]
- [The Lifeline also makes options available for people who are deaf or hard of hearing at <http://www.suicidepreventionlifeline.org/GetHelp/Accessibility>]

Source: [Young People in Recovery \(YPR\) website](#).

- Young People in Recovery [YPR] is a national advocacy organization, which aims to influence public policy, making it easier for our youth to find and maintain their recovery from [substance use disorders]. YPR establishes city and state chapters, which act as vessels, carrying out our [organization's] vision and mission.
- [YPR's] national leadership team creates and cultivates local community-led chapters through grassroots organizing and training. Chapters support young people in or seeking recovery by empowering them to obtain stable employment, secure suitable housing, and continue and complete their educations.

Source: Screening for Mental Health (SMH). [CollegeResponse®'s National Depression Screening Day website](#).

- [National Depression Screening Day] NDSO raises awareness and educates students about the signs and symptoms of mood and anxiety disorders, as well as connecting at-risk students to the resources they need.
- The screenings—offered online or in-person at NDSO events—are anonymous and confidential. The brief screening helps students get help if needed and referrals are tailored for the campus.

Source: [ULifeline's website](#).

- ULifeline is an anonymous, confidential, online resource center, where college students can be comfortable searching for the information they need and want regarding emotional health.

Source: [OK2Talk](#). (n.d.). Accessed August 5, 2016.

- [A website for young adults to learn about mental health and seek help.]

Source: Centers for Disease Control and Prevention. (2016, August 9). [College health and safety](#). Accessed August 31, 2016.

- [This webpage offers tips for maintaining health—including mental health—during college. It also offers the following resources:]
  - National Domestic Violence Hotline—800-799-SAFE (7233)
  - National Sexual Assault Hotline—800-656-HOPE (4673)

### **Resources for Young People in Recovery From Mental and/or Substance Use Disorders**

Source: American Academy of Child and Adolescent Psychiatry. (2014, June). [Starting college with a psychiatric illness](#). Accessed September 1, 2016.

- [This website offers guidance to young people going to college who have a mental health condition.]

Source: American Psychiatric Association. (2015, August 27). [College students: Coping with stress and anxiety on campus](#). Accessed September 1, 2016.

- [This blog offers general information for college students on coping with stress.]

Source: National Alliance on Mental Illness. (n.d.). [Teens & young adults](#). Accessed September 1, 2016.

- [This website offers general information for young people with a mental health condition.]

Source: DrugRehab.com. (n.d.). Earn your degree. [Maintain your recovery](#). Accessed September 2, 2016.

- [This website offers resources, including a guide to collegiate recovery programs, for college students in recovery.]

*A link check was run on all the external websites listed in the Discussion Guide to identify and fix any broken links as of September 20, 2016. However, we acknowledge that URLs change frequently and may require ongoing link checks for accuracy. Last updated: September 20, 2016.*