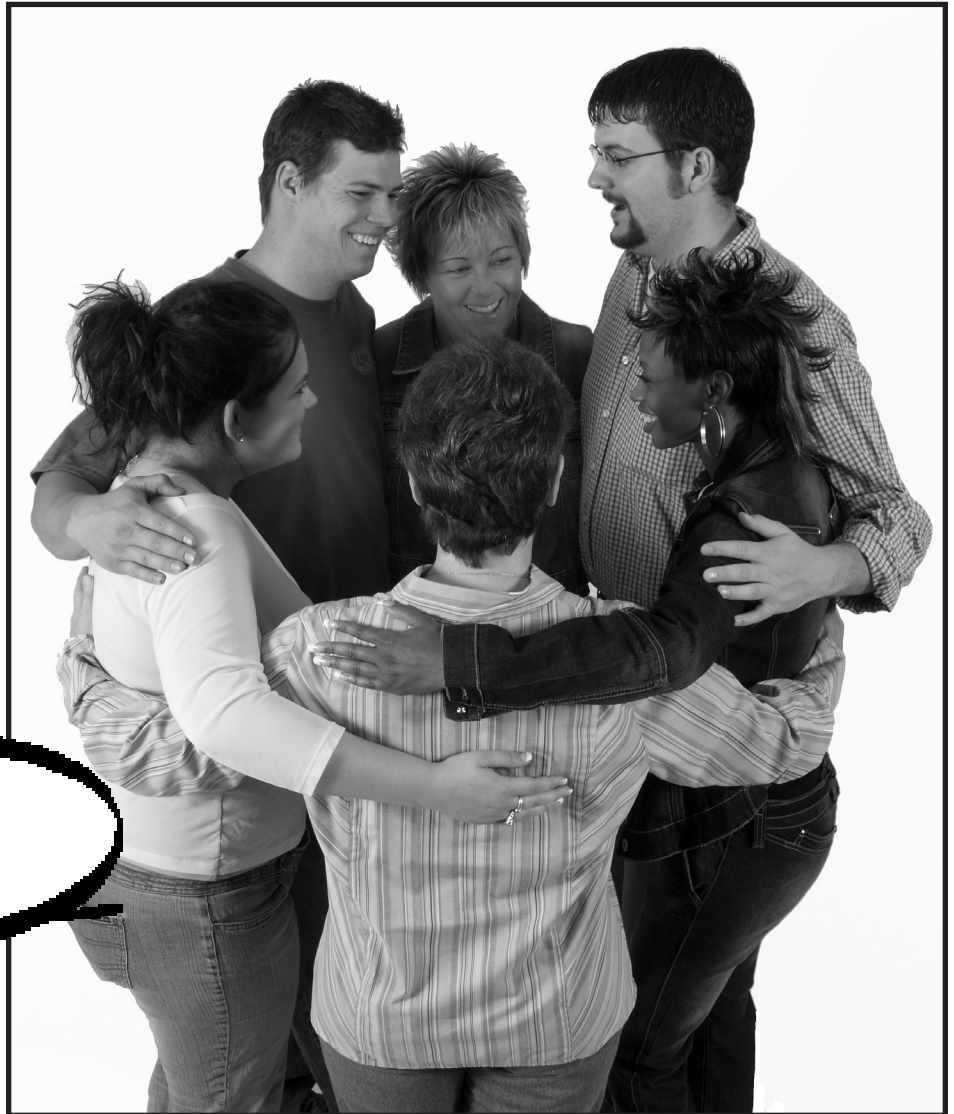


recovery
and inclusiveness



INTRODUCTION

Developing a Collegiate Recovery Community

“Hope is a state of mind, not of the world. Hope, in this deep and powerful sense, is not the same as joy that things are going well, or willingness to invest in enterprises that are obviously heading for success, but rather an ability to work for something because it is good.”

—Vaclav Havel



DIRECTOR'S NOTE

Often, the initiation of a project depends on its probability of successful completion. The end must always justify the means. The expected revenue must always outweigh the projected cost. But, what happens if you undertake a project because it is good or because it seems like the “right” thing to do? What happens if you undertake a project that may not make money, but will make a difference?

In the world of higher education, we frequently hear phrases like “price per student”, “direct tuition revenue”, and “budget cutbacks”. No doubt, running an institution of higher education requires millions of dollars and tough decisions about where those dollars are spent. Programs that earn financial capital have secured their space in colleges/universities across the country. But, what about programs that earn human capital. What about programs that invest in the lives of college students? What about programs that increase graduation rate, raise G.P.A. of students, and offer students a chance at an education that might have not have been accessible otherwise? What about programs that offer at-risk youth an opportunity to learn the personal and academic lessons of the college experience?

The transition to the college or university environment poses unique risks to students recovering from addictive disorders. The heavy drinking and drug use subcultures of most university campuses suggest that the college and university environment is not conducive to recovering students. For recovering students, the primary challenges come from the lack of a supportive recovery system within the college or university environment. Recognizing the unique risks and challenges recovering students face, there is a clear need to provide special recovery support programs for students. College and universities must be aware of the recovering student and prepared to respond to the special needs of this collegiate community.

Since 1986, the Center for the Study of Addiction and Recovery at Texas Tech University has been working with a recovering population on a university campus. The lessons learned and the experiences

REMEMBER

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offered are far too extensive to document here. What I can share with you is the reality of the recovering students on our campus. The hard reality is that without the support offered through the Collegiate Recovery Community, many of these students might never succeed at the level of higher education because the very culture of campus life puts them at risk of physical, mental, emotional, social, and spiritual failure. The many recovering students at Texas Tech University are representative of the thousands of young people in recovery from alcohol and drug addiction who are fighting to overcome their pasts and look forward to their futures.

The Center for the Study of Addiction and Recovery is offering your campus a tool for creating human capital. *Making an Opportunity for Your Campus: A Comprehensive Curriculum for Designing a Collegiate Recovery Community* provides a detailed plan for you to begin providing the support for recovering students that they need to be successful in the alcohol-saturated environment of today's college culture and to begin to promote a counter-culture which values academics more than alcohol, rehabilitation over adjudication, and investment in the future more than penance for the past. It is designed to help you create a recovery support system for college students that will facilitate their personal, academic, and professional growth. It is a project in which each day is a new beginning for an individual, a blessing for its staff, and a happy ending to a horrifying story for families across the country.

We hope that you will find the process of program implementation as rewarding as we have found the outcomes to be!

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The consequences of alcohol and drug use, abuse and addiction affect virtually all college and university campuses. Recent national surveys have identified the misuse of alcohol as a major social and health issue for colleges in the United States (O'Malley & Johnston, 2002; Wechsler, Lee, Kuo, Seibring, Nelson, & Lee, 2002). In addition to academic problems, college student's misuse of alcohol is associated with health problems, suicide attempts, unsafe sex, vandalism, and property damage (Hingson Heeren, Zakocs, Kopstein, & Wechsler, 2002; Wechsler et al., 2002).

In response to the startling statistics and prevalence surrounding alcohol abuse and addiction among college aged individuals, most colleges/universities have begun to implement strategies for assessing, treating and preventing alcohol and drug abuse and addiction within the collegiate setting. Recognizing the complexity and seriousness of alcohol and drug misuse, most colleges/universities have acknowledged the need for multidisciplinary efforts toward prevention and intervention that include both research-oriented and campus-based approaches. As well, the federal government has identified binge drinking among college students as an important public health concern. In an effort to address this ongoing problem, the U.S. Surgeon General and the U.S. Department of Health and Human Services have included the targeted reduction of college students' binge drinking among public health goals in a plan entitled, "Healthy People 2010" (USDHHS, 2000).

Although, increased awareness and understanding of the problem has made treatment more accessible for college students, little attention has been given to post-treatment concerns of recovering students. The transition to the college/university environment poses significant risks to the recovering student. The heavy drinking and drug using subcultures of most college/university campuses suggest that the environment is not welcoming to students recovering from addictive disorders. It is time that colleges/universities begin supporting its students who are consciously choosing to recover from alcoholism and drug addiction.

Making an Opportunity for Your Campus: A Comprehensive Curriculum for Designing a Collegiate Recovery Community has been developed to provide core information and suggestions for the development of a Collegiate Recovery Community on your campus. Designed for use by college/university administrators, faculty, staff, and interested recovering individuals, it serves as a basic guide for building a campus recovery support program. It is a tool that will take you through the process of Collegiate Recovery Community creation and implementation no matter how simple or complex the task.

Making an Opportunity for Your Campus: A Comprehensive Curriculum for Designing a Collegiate Recovery Community is divided into four major Projects, each identifying specific areas that come together to form a complete Collegiate Recovery Community.

■ Project 1 – Creating the Vision

Project 1 begins the development process by outlining the process of organizing a Project Planning Team and moving through the basic groundwork of strategic planning, fundraising, and gaining administrative support for your Collegiate Recovery Community.

■ Project 2 – Making the Vision a Reality

Project 2 focuses on recovery specific programming and the implementation of program components designed to meet needs of recovering students on your campus.

■ Project 3 – Putting the Program to Work

Project 3 continues the development of a Collegiate Recovery Community addressing faculty/staff functioning and operational activities.

■ Project 4 – Program Evaluation

Project 4 outlines the importance of program evaluation and suggests strategies and tools for measuring your success.

Each of the Projects is divided into two parts. Each of these parts begins with clearly stated objectives that you will accomplish as you process through the particular steps of that Project. “Remembers” found in bold letters in the margins of each page impart significant concepts that are deemed essential to consider when working with a Collegiate Recovery Community. Additionally, they will also provide references to helpful texts and websites that can be useful when creating your Collegiate Recovery Community. Activities provided throughout the text are designed to help familiarize you with project concepts and to allow you to begin creating your program as you read through the curriculum text. The activities are all applicable to your actual development process. Texas Tech University’s Collegiate Recovery Community provides many examples and illustrations as to how they are working with the concepts developed in the Projects. In addition, each activity can be found on the CD which accompanies the curriculum. Summary paragraphs at the end of each unit provide you with an opportunity to review the goals for that section and determine whether or not you have accomplished the designated tasks. References cited are included directly in the text. Full references and additional resources can be found at the end of each Project. The Activities and Forms Workbook provides additional forms and materials you will find helpful in the functioning of your Collegiate Recovery Community.

How to Use the Curriculum

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For further clarification regarding the information in this manual, or for further assistance with the development process, please contact:

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