

recovery
and inclusiveness



PROJECT TWO: Making the Vision a Reality

*You see things; and you say, “Why?”
But I dream things that never were;
and I say, “Why not?”*

—George Bernard Shaw

Great projects often begin as the result of one person’s vision or one person’s small hope that he/she can make a difference in the world. Perhaps that is what you are hoping to accomplish as you begin the process of creating a Collegiate Recovery Community on your campus. This project does, indeed, have enormous potential to make a difference, one person at a time.

PROJECT TWO: Making the Vision a Reality

Part A

The Cornerstone: Identifying the Need for Social Support

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Part A

The Cornerstone: Identifying the Need for Social Support

Objectives: At the end of Part A you will be able to:

- Determine the primary needs of recovering students in higher education
- Understand Salzer's model of social support as an organizing factor in the development of programming for your Collegiate Recovery Community
- Identify the four components of social support within a Collegiate Recovery Community and how they relate to the identified needs of recovering students in higher education
- Select the program components that will provide social support for your Collegiate Recovery Community

Student Needs in a Collegiate Recovery Community

Overview: For recovering students, the primary challenges of the college/university experience come from the lack of a supportive recovery system within the college/university environment. The transition to the college/university environment poses significant risks to the recovering student. As a result, the transition exposes significant need for support to allow recovering students to successfully reach their educational goals without having to sacrifice their recovery in order to do so.

Identifying Student Needs

Before creating the program components that will make up the support system of your Collegiate Recovery Community, it is important that the Program Director and Project Planning Team identify the needs of recovering students that will be served by the community. Many of these needs are similar to those of any college/university student. However, it is important to remember the additional stress that is placed on recovering students in a collegiate environment. Based on the literature from young adult development and information from existing programs, the following is a sample list of recovering student needs:

- Finding a network of peers who support an individual's identity and the values and beliefs that accompany it
- Learning to live outside of a parent/guardian's supervision
- Setting and attaining educational and career goals
- Financing a college/university degree after the expenses of treatment and/or the financial aid limitations of a drug-related conviction

REMEMBER

Alcohol/substance use disorders are related to lower educational and occupational attainment (Gotham et al., 2002). Through the creation of Collegiate Recovery Communities, recovering students may have an opportunity to reverse this trend.

- Accessing extra academic support that is often needed due to the lack of basic educational knowledge that would normally be attained in high school when the individual was drinking/using

Addressing the Needs of Recovering Students

A Collegiate Recovery Community should be designed to respond to the needs of its recovering community members. In response to the needs listed above, a Collegiate Recovery Community program should:

- Facilitate the formation of a network of recovering students who value and reward recovery and the lifestyle choices that accompany it
- Provide a structure in which recovering students have a sense of accountability whether it is to their peer group or to another mentor associated with the Collegiate Recovery Community
- Address career and academic planning
- Provide assistance in locating, accessing, and completing applications for various types of financial aid including scholarships, federal financial aid, and departmental academic and need-based awards
- Instruct students on tutoring and learning disability provisions on the campus

REMEMBER

Do not waste resources on program components that do not directly address a need stated by members of your Collegiate Recovery Community. Program evaluation (see Project Four) will allow you to determine the effectiveness of your program components.

REMEMBER

Before beginning this activity, talk with your college/university Internal Review Board (IRB) to ensure the protection of all participants in this process.

ACTIVITY A.1

Talking with Recovering Students on Your Campus

Begin by identifying 3-5 recovering students who are currently enrolled on your campus. Ideally, your Project Planning Team will have at least one member who is a recovering student. He/she can be very helpful in locating other recovering students on your campus. If this is not the case, ask the following individuals for assistance finding a group of recovering students to assist you in your planning:

- Other members of the Project Planning Team
- Directors and other clinical staff in college/university health services, therapy clinics, and student affairs
- Contacts in the local recovery community

The more diversity in classification, major, race/ethnicity, and gender, the more representative your sample of recovering students will be. Remember to respect the sensitive nature of the disclosure of recovery status and to maintain the confidentiality of these individuals.

Name _____

Email _____

Classification _____

Major _____

Name _____

Email _____

Classification _____

Major _____

Name _____

Email _____

Classification _____

Major _____

ACTIVITY A.2

Identifying the Needs of Recovering Students on Your Campus

Focus groups are often helpful in determining the specific experiences that recovering students have on college/university campuses.

Organize a focus group comprised of the Program Director (facilitator) and recovering students. You may wish to include another individual, such as the coordinator or a member of the Project Planning Team, for the purpose of note-taking. For more information about focus group planning, see: Edmunds, H. (1999). *The Focus Group Research Handbook*. NTC Contemporary Publishing Group: Chicago, IL. Morgan, D.L. (1997) *Focus Groups as Qualitative Research*, 2nd Edition. Sage Publications: Thousand Oaks, CA.

Before scheduling the focus group session, be sure that approval from your college/university internal review board is in place. To assist in creating the format for your focus group, consider the following general questions about the experiences of college/university students in recovery. In addition, your Project Planning Team may identify issues that are more specific to your campus environment.

- What is your overall experience of being in recovery from addiction on a college/university campus?
- What has made this process difficult for you?
- What has made this process easier for you?
- In what ways are you (the recovering student) different/same as your non-recovering peers?
- What types of support for your recovery have you found on this campus?
- How has your academic performance been affected by your recovery from addiction?

After conducting the focus group, the Program Director and note-taker should compare the outcome of the recovering student responses. From this information, the needs of recovering students on your campus can be generalized. Make a list of all the needs identified in your focus group.

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

REMEMBER

On-going support from a community of peers is critical to sustaining recovery over long periods of time (White, 2001). Collegiate Recovery Communities should provide program components which address each form of social support.

Determining the Social Support Framework of Your Collegiate Recovery Community

Overview: According to the Substance Abuse and Mental Health Services Administration (SAMHSA), the primary purpose of a recovery community is to facilitate peer-to-peer support services that promote a culture of abstinence from alcohol and other drugs. The primary benefit of a Collegiate Recovery Community is establishing a system of support within the student's new environment that can enable them to continue their recovery and access mechanisms of social support that enhance their quality of life. A Collegiate Recovery Community provides not only active support for a program of recovery, but also provides healthy social interactions with peers in recovery that further their educational, personal, and professional goals.

Salzer's Model of Social Support

After identifying the needs of recovering students in the prior Activity A.2, your Program Director and Project Planning Team can begin to conceptualize the program components that will make up your Collegiate Recovery Community. In looking at your list of identified student needs, it is likely that many of these needs will pertain to social support in varying forms. Research links social support to positive lifestyle change. The literature identifies four types of social support that are essential in the success of a recovery community (additional information about social support is contained in the Activity A.3):

- Emotional support
- Informational support
- Instrumental support
- Companionship

Organizing Potential Program Components

Using Salzer's model of social support, your Program Director and Project Planning Team can begin to organize the identified needs of recovering students into categories. Consider each identified need in the context of social support. Using needs identified in other recovery communities, the following provides an example of how to categorize your identified recovering student needs:

- Finding a network of peers who support an individual's identity and the values and beliefs that accompany it (Companionship)
- Learning to live outside of a parent/guardian's supervision (Instrumental Support and Emotional Support)
- Setting and attaining educational and career goals (Informational Support)
- Financing a college/university degree after the expenses of treatment or the financial aid limitations of a drug-related conviction (Instrumental Support)
- Accessing extra academic support (Instrumental Support and Informational Support)

ACTIVITY A.3

Identifying Student Needs in the Context of a Social Support Model

One of the factors that assists people in moving along the continuum of recovery is social support. To help your Project Planning Team begin to create the components that will make up your Collegiate Recovery Community, it is beneficial to consider the needs you identified in the focus group process within the context of a social support model. Using Salzer's (2002) model of social support as a framework, organize the identified needs of recovering students according to the categories listed below. For example, if recovering students identify the lack of Twelve-Step meetings on the campus, programming in emotional support should address this problem.

Emotional support - demonstrations of empathy, love, caring, and concern in activities such as peer mentoring, recovery coaching, and recovery support groups

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

Informational support - advice or guidance, help with problem-solving and evaluation of behavior and alternative actions; provision of health and wellness information, and/or educational assistance

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

REMEMBER

A Collegiate Recovery Community must be designed to help students remain in recovery and remain enrolled in the college/university. Program components must support both education and recovery.

Instrumental support - assist and teach recovering individuals the process of navigating societal systems; concrete assistance in task accomplishment, especially with stressful or unpleasant tasks such as filling out applications, finding child care or transportation to support-group meetings

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

Companionship - helping people in early recovery feel connected and enjoy being with others, especially recreational activities in alcohol- and drug-free environments (This assistance is especially needed in early recovery, when little about abstaining from alcohol or drugs is reinforced.)

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

NEED: _____

Summary

Upon completion of Part A, you will have accomplished or planned the following:

- Identified the needs of recovering students on your college/ university campus
- Categorized recovering student's needs according to Salzer's model of social support

PROJECT TWO: Making the Vision a Reality

Part B

Building a Pathway to Renewal: Creating Your Program Components

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Designing the Instrumental Support Components of Your Collegiate Recovery Community

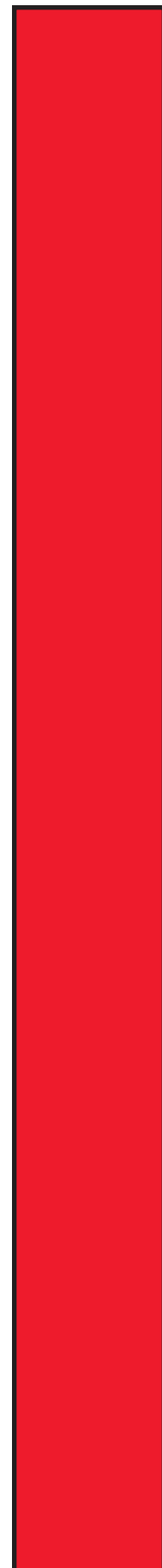
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Building a Pathway to Renewal: Creating Your Program Components

Part B

REMEMBER

Emotional support must be provided for both education and recovery goals. In developing your program, be sure to include program components that address the unique educational struggles of recovering students, as well as their unique experience of being in recovery on a college/university campus.

Objectives:

At the end of Part B you will be able to:

- Design emotional support components for your Collegiate Recovery Community
- Develop informational support programs for your Collegiate Recovery Community
- Provide instrumental support for students in your Collegiate Recovery Community
- Initiate companionship components in your Collegiate Recovery Community
- Choose a minimum of four program components that will become your Collegiate Recovery Community

Designing the Emotional Support Components of Your Collegiate Recovery Community

Overview: “The power of interaction between those with similar or shared experiences is one of the keys” to effective emotional support in your Collegiate Recovery Community (Salzer, 2002). Components of emotional support depend on the expression of shared joy and pain between individuals who have experienced common life events. This social support component, above all others, depends upon the willingness of recovering students to participate in their own growth.

Emotional Support

Emotional support is defined as demonstrations of empathy, love, caring, and concern in such activities as peer and recovering mentoring, and recovery support groups. This type of social support for recovering individuals is often well-developed in communities outside of the college/university setting. However, it is often difficult to find on a college/university campus. In creating a Collegiate Recovery Community on your campus, emotional support components must be present. A Collegiate Recovery Community can meet the emotional support needs of students by providing:

- Twelve - Step Programs
- Alternatives to Twelve - Step Programs
- Support Groups
- Mentoring

Twelve-Step Programs

For members of your Project Planning Team who are unfamiliar with Twelve-Step Programs, the following offers an explanation of the basic principles by which they operate:

- Total abstinence is the foundation of Twelve - Step programs.
- Similar to the philosophy of Collegiate Recovery Communities, Twelve - Step programs are societies of peers who provide social support for one another.
- Peer relationships in Twelve - Step programs are meant to focus on the shared experiences of individuals in recovery.
- Twelve - Step programs advocate for concentrating on the present, (i.e., not using for today, rather than focusing on a life free of drug or alcohol use)
- Twelve - Step programs encourage not only the physical absence of drug and alcohol use, but also the mental, emotional, and spiritual growth of the recovering addict.

What are some of the benefits of using Twelve - Step programs as components of emotional support in your Collegiate Recovery Community?

- Twelve - Step programs are often the primary component of support in treatment centers which lends a familiarity to students entering the Collegiate Recovery Community from treatment.
- Twelve - Step programs offer a structured approach to recovery with concrete task accomplishment offered to recovering students.
- These programs offer the opportunity for members of the Collegiate Recovery Community to extend a service to the university by facilitating Twelve - Step meetings open to students, staff/faculty and local community members who are not directly participating in your Collegiate Recovery Community.
- Twelve - Step programs are available for students to attend during college/university holidays and can be attended after graduation.

Alternatives to Twelve - Step Programs

While Twelve - Step programs such as AA and NA remain the most widely used form of emotional support within the culture of recovery, there is increasing evidence supporting that these programs may not work for all individuals recovering from alcohol and/or drug related issues. In order to provide the most effective environment for your Collegiate Recovery Community, alternatives to Twelve-Step programs should be considered. Why provide alternatives?

- Some individuals may be opposed to the values espoused by Twelve - Step programs, especially those values concerning spirituality.
- Twelve - Step culture is often seen as taking a punitive view of relapse.
- Coordinating alternatives for recovery with Twelve -Step programs allows for a more comprehensive approach to recovery.

REMEMBER

- 1.) *Abstinence of substance use within Twelve-step programs is positively correlated with regular attendance of Twelve-step meetings.*
- 2.) *Regular attendance of Twelve-step meetings is most often associated with individuals who have been through some form of inpatient or outpatient treatment. Most likely, the majority of the students in your Collegiate Recovery Community fit this profile.*
- 3.) *Participants in Twelve-step programs have fewer instances of relapse the longer they are affiliated with the program. The length of a collegiate career matched with regular attendance of Twelve- Step meetings provides hope for fewer instances of relapse.*
- 4.) *Self-efficacy is also linked to the effectiveness of Twelve-step programs. The confidence inspired by a student's successful collegiate career supported by the various components of the recovery community will no doubt increase a recovering student's perception of his/her self-efficacy.*

REMEMBER

Research suggests that Twelve-Step programs are not the best fit for everyone, especially younger recovering individuals, women and minorities (Roberts, Jackson, & Carlton-LaNey, 2000). It is important to offer alternatives to Twelve - Step programs.

REMEMBER

Support groups are not therapeutic sessions. They are groups in which peers provide support for each other in coping with a specific topic or behavior.

- Incorporating alternatives for recovery allows the Collegiate Recovery Community more opportunities to engage other members of the college/university system.

The following is not intended to be an exhaustive list of alternatives or additions to Twelve - Step programs. The alternatives listed below all advocate for abstinence from alcohol/drugs in recovery. This list is meant to inspire creative “brainstorming” in developing alternatives to Twelve - Step programs that best fit the needs of your Collegiate Recovery Community (More information about these programs is contained in the Activities and Forms Workbook).

- Secular Organization for Sobriety (SOS)
- SMART Recovery
- Wellbriety Movement, White Bison, Inc.
- Assisted Recovery
- Faith-based initiatives

Support Groups

Support Groups may serve as an alternative or addition to Twelve - Step Programs. While they may directly address the maintenance of a student’s recovery, support groups are often a positive means to address other behaviors which are overlooked in Twelve - Step groups. Emotional support gained from groups often pertains to the following topics:

- Women’s issues in recovery
- Men’s issues in recovery
- Dual diagnosis
- Sexual abuse/assault survivors
- Gay, lesbian, bi-sexual, and transgender issues
- Specific religious or spiritual affiliation (i.e. recovering Buddhists, or Twelve - Step Bible studies)
- Identification within a specific department within the college/ university setting (i.e., recovering students in engineering)

Support groups can be literature studies related to a specific topic or can be facilitated by a professional or other individual interested in a topic. The goals for a support group are to:

- Provide support systems for individuals who have lost their social networks or whose systems of support are unable to meet their needs
- Enable individuals to take responsibility for their own therapeutic change through active participation in the support group process
- Help break the patterns of isolation
- Provide members with a safe, nonjudgmental environment where individuals can disclose behaviors and feelings about which they may feel guilty or ashamed

- Provide an environment where participants can identify issues that underlie their addiction problems by making connections between their life experiences and their recovery journey
- Use the support group setting to identify and validate important issues and feelings
- Offer hope and support

Mentoring

Mentoring relationships are a critical tool that can be developed to offer additional emotional support for students within your Collegiate Recovery Community. With an emphasis on relationships, the essence of mentoring is for individuals who are “veterans” of an experience to assist others who are new to the experience as they adjust and adapt. Mentoring relationships in a Collegiate Recovery Community generally operate at two distinct levels:

- Peer Mentoring
- Adult Mentoring

and have two primary purposes:

- To help students with recovery-related experiences, or
- To help students with education-related experiences

The specific skills, knowledge, insight and support that can be offered by peer mentors who have shared similar experiences can be a key ingredient for students within a Collegiate Recovery Community. Peer mentors can assist and support fellow students with a variety of academic, social, emotional and personal issues in a manner that family members, faculty, staff and many other willing supporters are unable to provide. Peer mentoring can include:

- Providing an orientation to the “culture” and structure of your Collegiate Recovery Community
- Assisting with housing, educational, and employment opportunities
- Building constructive personal relationships
- Social and recreational activities
- Recovery mentoring
- Sharing personal struggles and successes
- Making appropriate and helpful referrals
- Assisting with networking within the Collegiate Recovery Community, as well as the larger university
- Assisting in academic tutoring, forming study habits, and discussing test-taking strategies

Although mentoring relationships are designed to assist incoming students, it is a long term goal to encourage peer relationships that will grow throughout a student’s time in the community and last a lifetime.

REMEMBER

Prevention literature frequently cites the importance of adult mentoring as a protective factor in influencing an individual’s choice to abstain from high risk behavior. A Collegiate Recovery Community is a form of prevention. To be more specific, a Collegiate Recovery Community is a method of relapse prevention.

In addition to peer mentoring relationships, the relationships that students develop with outside supporters of the Collegiate Recovery Community are also a valuable resource for offering students the emotional support that they need to succeed both academically and personally. These outside supporters may be:

- Faculty/staff working with the Collegiate Recovery Community
- University faculty/staff that offer assistance to recovering students with either recovery- or education-related issues
- Recovering members of the Project Planning Team or Advisory Board (See Project Three) who support your Collegiate Recovery Community
- Members of the local recovering community

As with peer relationships, a supportive mentor can provide students with a unique perspective as a friend, listener and positive role model. Some of the key differences in peer and outside mentoring are:

- Supporter-student mentoring relationships may develop more naturally, whereas your program may choose to assign peer mentors to new students entering your community.
- Supportive outside mentors may serve as more of an educational and professional role model to recovering students than do their peer mentors.
- Recovering students may choose to disclose more sensitive information to mentors outside of their peer group.

ACTIVITY B.1

Identifying the Emotional Support Needs of Recovering Students

When planning programming for a Collegiate Recovery Community, it is important to review and consider your Mission Statement. Begin each program design activity by re-visiting your Mission Statement.

Project Mission Statement

It is also important to remember the needs identified by recovering students on your campus. When creating the emotional support components of your Collegiate Recovery Community, it is important that the programs you develop are designed to meet these needs.

Emotional support - demonstrations of empathy, love, caring, and concern in such activities as peer mentoring and recovery coaching, as well as recovery support groups.

NEED: _____
NEED: _____
NEED: _____
NEED: _____

Twelve-Step Programs

To create a Twelve-Step meeting on your campus, complete the following checklist:

1. Secure a meeting place on your campus where Twelve-Step meetings can be held. The only requirement for this place is that the anonymity of participants is maintained.

Date Completed _____
Notes _____

2. Decide what meetings your Collegiate Recovery Community will offer. Examples of types of meetings are Alcoholics Anonymous (AA), Narcotics Anonymous (NA), etc. In addition, decide if campus meetings will be open (anyone can attend) or closed (only individuals with alcoholism/addiction can attend).

Date Completed _____
Notes _____

REMEMBER

Provided below are the web addresses for several Twelve-Step fellowships

- *Alcoholics Anonymous*
(<http://www.alcoholics-anonymous.org>)
- *Narcotics Anonymous*
(<http://www.na.org>)
- *Co-Dependent Anonymous*
(<http://www.codependents.org>)
- *Al-Anon/Alateen*
(<http://www.al-anon.alateen.org>)

3. Create a schedule of meetings to be distributed within the community. This schedule must be rigidly maintained as regular meeting goes thrive on the structure and the availability of Twelve-Step meetings.

Date Completed _____

Notes _____

4. Locate volunteers from the local recovery community to serve as chairpersons of the meeting for the first month. They can be recovering students or faculty/staff of the Collegiate Recovery Community. Volunteers should be at meetings at least 15 minutes early and should be willing to stay for 15 minutes after the close of the meeting.

Date Completed _____

Notes _____

5. Materials and literature from familiar Twelve-Step organizations must be provided in meeting places. The literature can be obtained free of charge by contacting the World Service organizations for each of the individual Twelve-Step fellowships. This can be done on-line.

Date Completed _____

Notes _____

6. Begin holding meetings on the campus of your college/university. Meetings may be slow in forming. At the end of the first month, evaluate each meeting for attendance. If attendance is not consistent, consider asking a volunteer to commit for another month of chairing the meeting.

Date Completed _____

Notes _____

REMEMBER

To implement Alternatives to Twelve-Step groups on your campus, follow the same steps listed for Twelve-Step Programs.

ACTIVITY B.2

Creating Support Groups on Your Campus

Begin by preparing a list of possible support groups that your Collegiate Recovery Community would like to implement and identifying a potential facilitator for each. Facilitators should hold a license or certification in a counseling or related field.

After identifying support group topics and potential facilitators, complete the following steps to set up a support group on your campus.

1. Secure a meeting place on your campus where a support group can be held. The only requirement for this location is that the anonymity of participants is maintained.

Date Completed _____

Notes _____

2. Approach the potential facilitator about hosting the support group. It is important that the facilitator commit to the group for a minimum of six months. If funding is available, a facilitator should be compensated for his/her time. The Program Director may serve as the support group facilitator in the initial stages of your Collegiate Recovery Community.

Date Completed _____

Notes _____

3. Create a schedule of meetings to be given to potential members of the support group. Due to the specific and often sensitive nature of support group topics, it is important that each participant be determined appropriate for the group. The facilitator is responsible for this determination.

Date Completed _____

Notes _____

4. Begin hosting support groups on your campus.

Date Completed _____

Notes _____

See the Activities and Forms Workbook for membership guidelines and facilitator responsibilities in support groups.

ACTIVITY B.3

Facilitating Mentoring Relationships in Your Collegiate Recovery Community

Peer-to-Peer Mentoring

A common structure for peer mentoring involves pairing recovering students who are new to the campus with recovering students who have been participating in the Collegiate Recovery Community. Peer mentors serve as “friends” with whom new students can discuss needs or concerns as they transition into their new recovery community and atmosphere. In designing the peer-to-peer mentoring component of your Collegiate Recovery Community, consider the following questions:

- What are the specific goals and/or anticipated outcomes of the mentoring relationships?

Goal/Outcome #1:

Goal/Outcome #2:

Goal/Outcome #3:

Goal/Outcome #4:

Goal/Outcome #5:

Goal/Outcome #6:

Goal/Outcome #7:

- How will the mentors and new student be matched or paired and by whom?

The Program Coordinator is often a good candidate for assuming the responsibility of matching mentors with new students. Consider the following categories when matching new recovering students with mentors in your Collegiate Recovery Community. New students and their mentors should be similar in many areas.



	Potential Mentor	New Student
Age _____		
Gender _____		
Classification _____		
Major _____		
Drug of Choice _____		
Time in Recovery _____		

■ What are the specific responsibilities of the mentor in this relationship?

1. Providing an orientation to the "culture" and structure of your Collegiate Recovery Community
2. Facilitating the formation of constructive, positive relationships with other members of the Collegiate Recovery Community
3. Accompanying new students to social and recreational activities hosted by members of the Collegiate Recovery Community
4. Helping the new student to find local recovery meetings and other support groups
5. _____
6. _____
7. _____

After considering the questions above, complete the following steps to develop a peer mentoring experience for students in your Collegiate Recovery Community:

1. Host a meeting with recovering students who have been participating in your Collegiate Recovery Community for at least one semester. (In the inaugural semester of your program, there will be no students who meet these criteria. It is recommended to use the outside supporter mentoring structure in the first semester of operation).

Date Completed _____
Notes _____

2. Ask these students if they are willing to serve as peer mentors for new students who are coming to join your Collegiate Recovery Community.

Date Completed _____
Notes _____

3. For students who answer affirmatively, explain to them the goals/ outcomes of the mentoring relationship.

Date Completed _____

Notes _____

4. Provide each student with a list of the responsibilities that they are agreeing to uphold during the mentoring experience.

Date Completed _____

Notes _____

5. Ask each student to complete a mentoring match form.

Date Completed _____

Notes _____

6. Assign each new student a mentor in the Collegiate Recovery Community. (Matching information for new students will be obtained from applications to your program. Development of these forms will be discussed in Project Three).

Date Completed _____

Notes _____

7. Provide student mentors with contact information for the new student matched with him/her. Follow-up with each new student and mentor at two week, one month, and three month intervals.

Date Completed _____

Notes _____

Mentoring by Outside Supporters

Whereas peer mentoring may be a more organized component of your program, it may suit your Collegiate Recovery Community best to allow other mentoring relationships to develop naturally for students. It is helpful to begin to identify potential mentors outside of the collegiate recovery community should students express interest in this type of emotional support. Complete the following chart to determine adults who would be interested in assisting recovering students.

Adult Mentor

Occupation	Recovery Status*	Gender	Relationship to Your Program
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

** Mentors who are in recovery can often serve as sponsors for individuals working a Twelve-Step program. It is helpful to have a list of potential mentors to assist recovering students in finding a sponsor for their recovery.*

Designing the Informational Support Components of Your Collegiate Recovery Community

Overview: Because adolescence is a period when one consolidates their coping style and the skills, competencies, and goals to be used in adulthood, the interference of alcoholism/addiction with the development of problem-solving and behavioral skills can have lasting effects on adolescents and their later adult lives. Many members of a Collegiate Recovery Community began their drinking/using behaviors at very young ages. As a result, they may not have the problem-solving and self-care skills that a non-recovering person might possess. Informational support is a method by which recovering students can learn many of the lessons they missed as a result of their addictions.

Informational Support

Informational support is defined as advice or guidance, help with problem-solving, and evaluation of behavior and alternative actions. In addition, informational support often provides recovering individuals with health and wellness information, educational assistance, and help in acquiring new skills, ranging from life skills to employment readiness. A Collegiate Recovery Community can meet the informational support needs of your students by providing:

- Seminar Classes in Addiction and Recovery Related Issues
- Health and Wellness Information
- Civility and Ethics Workshops

Seminar Classes in Addiction and Recovery Related Issues

Collegiate Recovery Communities offer a unique opportunity to support recovery in an educational context. A Seminar Class in Addiction and Recovery Related Issues is structured to provide a forum for informational support. Like any traditional seminar class on a college/university campus, it allows for a facilitated exchange of ideas and perspectives on a given topic. It can be offered as an academic class for course credit or can be a required weekly event for members of your Collegiate Recovery Community. Seminar Classes in Addiction and Recovery Related Issues should be designed to:

- Foster relationships among members of the Collegiate Recovery Community.
- Explore the behaviors and skills needed to successfully achieve quality, long-term recovery from physical, mental, emotional, social and spiritual perspectives.
- Address specific relapse prevention strategies for the collegiate population and to provide an arena in which students receive feedback and guidance from peers on life issues.

REMEMBER

The old adage from Alcoholics Anonymous is helpful to consider, “If nothing changes, then nothing changes.” Recovering students are faced with the task of changing a wide array of behaviors and thought patterns. Informational support can be of great assistance in this process.

REMEMBER

Seminar classes in Addiction and Recovery Related Issues provide a unique opportunity for recovering students to gain informational support while fostering relationships with other members of the Collegiate Recovery Community. For some students with a busy schedule, this may be their primary contact with your Collegiate Recovery Community.

- Encourage respect for diversity in individual programs of recovery and provide recovering students with alternative methods of dealing with recovery and educational issues.
- Account for each student's regular attendance at community events, as well as support/recovery groups.

Seminar class size should remain small in order to ensure the confidentiality of the group and to allow each member the opportunity to express him/herself. Seminars are facilitated by members of your Collegiate Recovery Community staff or faculty.

Health and Wellness Education

Recovering students can benefit greatly from information on health and wellness issues. Health and wellness educational programs can be offered monthly to provide students with additional information and health education resources. As an additional programming component, health and wellness education provides an opportunity to present programming and facilitate discussion on current health and social issues. Key health and wellness issues that can impact student life include:

- Nutritional health
- Healthy relationships
- Sexual health
- Stress management
- Wellness balance through time-management
- Anger management and conflict resolution
- Healthcare management
- Accessing on-campus medical and mental health services

Civility and Ethics Workshops

Recovering students have often been living in isolation from society and may not be familiar with the roles, responsibilities and rules that govern social interaction. Many recovering students experience fear of interpersonal and/or formal communication, social situations, and/or meals with unfamiliar individuals. A Collegiate Recovery Community can provide a safe place in which recovering students can be exposed to lessons that can ease their fear of interpersonal and societal interactions. It can be helpful to recovering students for your Collegiate Recovery Community to host seminars which potentially cover the following topics:

- Social interactions skills (i.e., proper introductions, addressing individuals in esteemed positions, etc.)
- Written communication skills (i.e., letter writing, resumes, thank-you notes, etc.)
- Phone communication skills (i.e., making appointments, RSVP, communicating with college/university offices)
- Personal appearance (i.e., proper attire and grooming for business and social functions)

ACTIVITY B.4

Designing Informational Support for Recovering Students

When planning programming for a Collegiate Recovery Community, it is important to review and consider your Mission Statement. Begin each program design activity by re-visiting your Mission Statement.

Project Mission Statement

It is also important to remember the needs identified by recovering students on your campus. When creating the instrumental support components of your Collegiate Recovery Community, it is important that the programs you develop are designed to meet these needs.

Informational support - advice or guidance, help with problem-solving and evaluation of behavior and alternative actions; provision of health and wellness information, and/or educational assistance.

NEED: _____

NEED: _____

NEED: _____

NEED: _____

REMEMBER

The following statement will be helpful when beginning to develop your policy and procedures manual in Project Three.

“If the number of recovering students exceeds the set course limit for number of student enrolled in a particular section, then recovering student will be divided according to _____.”

REMEMBER

The sample syllabus in the Activities and forms Workbook specifically outlines the requirements for a Seminar Class in Addiction and Recovery Related Issues. This instrumental support component can be very helpful to the faculty/staff of your Collegiate Recovery Community by offering a system of accountability to recovering students.

ACTIVITY B.5

Developing Seminar Classes in Addiction and Recovery Related Issues

A sample syllabus for a Seminar Class in Addiction and Recovery Related Issues is provided in the Activities and Forms Booklet for this project to assist you in the development of this instrumental support component.

Developing a Seminar Class in Addiction and Recovery Related Issues is similar to the prep work for the development of an academic class. ‘

1. Begin by setting the class parameters.

Title of seminar class _____

Qualifications of seminar class instructor _____

Hours per week that the seminar class will meet _____

Hours of work outside of the classroom that will be required of each student for the seminar class _____

Number of recovering students per section of seminar class _____

2. Determine how students will be assigned to seminar sections if the number of recovering students exceeds the number limits set above. (i.e., gender, classification, years in recovery, preferred topic, etc.)

3. Create a list of topics that will be covered in your Seminar Class in Addiction and Recovery Related Issues.

TOPICS

Relapse Prevention

Relationships

Spirituality

Healthy Communication

Diversity in Recovery

The Twelve-Steps

Time Management

Setting Boundaries

4. Determine the requirements of the class (i.e., attendance, home work assignments, class participation rules)

This step in developing a seminar class will be dependent upon whether your Collegiate Recovery Community is offering course credit to its students for participating in this program component. If course credit is being offered, set up a grade scale. If it is not, set up structures of accountability to ensure that members of the community participate fully in this class.

5. Create a syllabus for your Seminar Class in Addiction and Recovery Related Issues. Remember to include any statements required by your college/university regarding classroom behavior and/or accommodations for learning disabled students.

ACTIVITY B.6

Health and Wellness Education

This component of informational support provides a positive opportunity to help recovering students in your Collegiate Recovery Community and to establish positive relationships for your program with college/ university and local community members. Begin by listing topics to consider within this category and identifying individuals that could provide a presentation on the selected topic. Some suggested topics are provided.

Nutrition and exercise in recovery
HIV and other STIs
Accessing Student Health Services
Managing Stress
Healthy Spirituality

It is recommended that you provide one to two health and wellness education events per semester. Using your list of topics and presenters,

- Select two that your Program Director believes will be most beneficial to your newly formed community.
- Schedule presentations during time that recovering students have allocated for spending on Collegiate Recovery Community related activities.
- Secure an on-campus location for the presentation.
- Contact each presenter to schedule a presentation for your Collegiate Recovery Community.
- Announce the event to members of your Collegiate Recovery Community and indicate if they are required to attend.

ACTIVITY B.7

Civility and Ethics Workshops

In order to best facilitate this component of informational support, it is recommended that you order a book or guide on civility and ethics.

Some suggestions are:

- Stewart, M.Y. (1987). *The New Etiquette: Real Manners for Real People in Real Situations*. Martin's Griffin: New York, NY.
- Forni, P.M. (2002). *Choosing Civility: The 25 Rules of Considerate Conduct*. St. Martin's Press: New York, NY.

From these texts, the Program Director should develop one activity per semester. As etiquette, manners, civility and ethics can be intimidating, activities should be fun for recovering students.

Begin by listing topics and activities to consider within this category and identifying individuals that could provide a presentation on the selected topic. Some suggested topics are provided:

TOPIC – Social interaction skills

ACTIVITIES – Teach students how to properly introduce themselves and ask a member of your university administration who has been supportive of your program to meet your students.

PRESENTER

TOPIC – Written communication

ACTIVITIES – Host a resume writing seminar.

PRESENTER

TOPIC – Phone communication

ACTIVITIES – Host an event in which student must RSVP to attend. Send formal invitations and allow them to practice responding.

PRESENTER

TOPIC – Personal appearance

ACTIVITIES – Host an event during the semester in which students must dress properly to attend (i.e., brunch, dinner party, afternoon reception).

PRESENTER

Using your list of topics and presenters,

- Select one topic that your Program Director believes will be most beneficial to members of your Collegiate Recovery Community.
- Schedule presentation during time that recovering students have allocated for spending on Collegiate Recovery Community related activities.
- Secure an on-campus location for the presentation.
- Contact each presenter to schedule a presentation for your Collegiate Recovery Community.
- Announce the event to members of your Collegiate Recovery Community and indicate if they are required to attend.

Use the chart below to assist you in scheduling civility and ethics related events.

TOPIC	PRESENTER	DATE AND TIME	LOCATION

REMEMBER

What seems to be common knowledge to the faculty/staff of your Collegiate Recovery Community, may be foreign to the population you are serving. Always respect cultural and ethnic differences in regard to manners and civility.

REMEMBER

Many recovering students do not know how to navigate the college/university system at all. It can be beneficial to your Collegiate Recovery Community to host a new student orientation at the onset of each academic year to familiarize them with the processes and terminology used in systems of higher education.

Designing the Instrumental Support Components of Your Collegiate Recovery Community

Overview: Addiction often exhausts the instrumental support systems of the suffering individual and his/her family. In the early stages of recovery from addiction, many alcoholics/addicts and their families are left with few resources to improve their lives. Money for an education is spent on treatment, a revoked driver's license prohibits employment and meeting attendance, and lack of trust prevents the recovering individual from seeking help outside of known recovery circles. The skills needed to gain access to these resources are often difficult to learn. A Collegiate Recovery Community is a way to assist recovering students in their attempts to replenish their resources and regain their trust in society.

Instrumental Support

Instrumental support involves the provision of services that assist and teach recovering individuals the process of navigating societal systems. This form of social support often involves concrete assistance in task accomplishment, especially with stressful or unpleasant tasks such as filling out applications, finding child care, or locating transportation to support group meetings. Your Collegiate Recovery Community can meet the instrumental support needs of your students by providing:

- Academic advising
- Academic financial support
- Assisting students with special concerns (i.e., child care, transportation, learning disability, etc.)
- Housing accommodations

Academic Advising

A college/university campus can be a web of forms, papers, online submissions, and identification numbers. Collegiate Recovery Communities can offer instrumental support for recovering students in navigating the paper or email trail that is quickly becoming higher education. As a component of instrumental support for recovering students in your Collegiate Recovery Community, it is helpful to have a staff member who can offer support and instruction to students in:

- Assistance with admission requirements and forms
- Selection of major
- Class registration
- Degree planning
- Completion of financial aid applications
- Instruction in how to access programs for students with learning challenges

Financial Support for Education

Paying for higher education is a difficult task. Many individuals struggle with the cost of a college/university education without having the additional financial struggles often associated with active addiction.

Recovering students often arrive at a Collegiate Recovery Community with little or no resources for funding their educational goals. In addition, many students are ineligible for federal and state financial aid due to past felony drug convictions. Collegiate Recovery Communities can best offer recovering students financial support by:

- Providing one faculty/staff member or volunteer who is familiar with local, state, and federal resources for financing higher education. This individual should offer assistance to recovering students in locating, completing, and accepting financial awards from both public and private resources.
- Participating in fund-raising and development efforts within their community to accumulate scholarship resources for recovering students. The Collegiate Recovery Community at Texas Tech University has raised over \$1.5 million in privately endowed scholarships for its recovering students. This endowment provides over \$60,000.00 annually for assisting recovering students in financing their education.

Assisting students with Special Needs

Alcohol/drug addiction is rarely the only challenge faced by a recovering student. In addition to overcoming their addiction and maintaining their recovery, a student may also face additional challenges in the college/university environment. Your Collegiate Recovery Community should be aware of these challenges. The following is a list of challenges that have been identified in existing Collegiate Recovery Communities:

- Learning disabilities
- Lack of childcare resources
- Difficulty maintaining full-time enrollment in school
- Legal issues

REMEMBER

Financial assistance for recovering students should be a form of supplementing the cost of education. It should not be expected by students, their families, or Collegiate Recovery Community faculty/staff to be the sole means of financing education.

REMEMBER

Often a college/university system has programs in place to address many instrumental support needs. However, students may not know how to access these programs and resources. It is helpful for your Collegiate Recovery Community to be familiar with on- and off-campus resources that can provide instrumental support for students involved in the program.


REMEMBER

It is important to remember the principles of anonymity when designing your Collegiate Recovery Community policy on housing assistance. Housing accommodations should not be a means to further stigmatize addicted and recovering individuals. Dormitories and housing designated specifically as recovery housing must be able to protect the confidentiality and anonymity of recovering students.

Housing Accommodations

While non-traditional students may not face this issue, traditional recovering students must begin the process of learning to live alone without the structure of family or halfway house supervision. For most students attending a college/university, the initial move away from this structure is into a dormitory. For recovering students, this milestone can be difficult to surmount. Many recovering students may be moving from an alcohol/drug free environment into an environment in which exposure to drinking/drug use is the norm. Your Collegiate Recovery Community can offer assistance to recovering students in the following ways:

- Working with your campus Office of Housing and Residence Life to guarantee the ability to pair students in your Collegiate Recovery Community with a roommate who is also participating in your Collegiate Recovery Community
- Working with your campus Office of Housing and Residence Life to ensure the ability of recovering students to access space on substance-free floors in the dormitories (It is important to be aware of how strictly a campus enforces substance-free rules on these floors. Often, substance use/abuse is equally prevalent on substance-free floors)
- Developing a free-standing dormitory or off-campus housing which is specifically designed to accommodate the housing needs of students in your Collegiate Recovery Community

ACTIVITY B.8

Designing Instrumental Support for Recovering Students

When planning programming for a Collegiate Recovery Community, it is important to review and consider your Mission Statement. Begin each program design activity by re-visiting your Mission Statement.

Project Mission Statement

It is also important to remember the needs identified by recovering students on your campus. When creating the instrumental support components of your Collegiate Recovery Community, it is important that the programs you develop are designed to meet these needs.

Instrumental support - assist and teach recovering individuals the process of navigating societal systems. This includes concrete assistance in task accomplishment, especially with stressful or unpleasant tasks such as filling out applications, finding child care or transportation to support-group meetings.

NEED: _____

NEED: _____

NEED: _____

NEED: _____

REMEMBER

Instrumental support is not performing a task FOR a recovering student. It is assisting a recovering student in learning to perform the task for him/herself.

ACTIVITY B.9

Academic Advising

The advising process for recovering students often begins before they even arrive on the campus of your college/university. Offering instrumental support for applying to, arriving at, and maintaining enrollment in your college/university is extremely important. When a recovering student first contacts your Collegiate Recovery Community, a “How To Apply” packet of information should be provided. The following is a minimal list of suggested contents in your “How To Apply” packet:

Contents of “How To Apply” Packet

1. Letter from Program Director/Coordinator welcoming the recovering student’s inquiry and application information
2. Informational overview of services offered by your Collegiate Recovery Community
3. Application for admission to your college/university
4. Separate application for admission to your Collegiate Recovery Community (This application will be developed in Project Three)
5. Informational sheet on the process of applying for financial aid
6. Brief fact sheet about the history and mission of your Collegiate Recovery Community; this list can also contain milestones and accomplishments of your program and its recovering student population
7. Brochure about your Collegiate Recovery Community
8. Checklist of all the steps for admission to your college/university and to your Collegiate Recovery Community
9. _____
10. _____

Once a recovering student has completed his/her admission forms and has been admitted into the college/university and your Collegiate Recovery Community (this process will be described in Project Three), he/she must be oriented to the procedures, rules, and processes of functioning on your campus. It is recommended that the Program Coordinator become the faculty/staff member of your team responsible for this form of support. He/she must be trained as an academic advisor by your college/university in order to fulfill this role. The following steps will assist you in providing academic advising to recovering students in your Collegiate Recovery Community.



Academic Advising Plan

It is recommended that the Program Coordinator keep a detailed folder of information for each student that he/she advises. In scheduling, it is important that a Program Coordinator consider the time needed by each student to participate in activities that strengthen the recovery of the student.

1. Meet with each student to discuss his/her thoughts on selecting a major and identify if he/she needs any learning accommodations.
2. Obtain a degree plan from the department that offers the selected major.
3. Identify any college credit that a student may have completed.
4. Outline a plan of study for the next two years of enrollment including potential credit by examination tests.
5. Discuss how many credit hours the student feels comfortable attempting.
6. Check the scheduling of classes and create a tentative schedule for the upcoming semester.
7. Register the student for his/her classes and print a copy of classes for the student.
8. Notify student of payment deadlines and answer any questions that he/she may have concerning financial aid payments.

ACTIVITY B.10

Finding Financial Assistance for Recovering Students

Again, it is recommended that the Program Coordinator assume responsibility for this form of instrumental support. He/she should prepare for this task by identifying areas of potential financial support for recovering students.

1. Federal Financial Aid (www.fafsa.gov)

Deadline for Applications:

Restrictions on Applications:

Amount of Award:

2. State Financial Aid

Deadline for Applications:

Restrictions on Applications:

Amount of Award:

3. Departmental scholarships for students according to major

Deadline for Applications:

Restrictions on Applications:

Amount of Award:



4. Local scholarships available for students

Deadline for Applications:

Restrictions on Applications:

Amount of Award:

5. Private scholarship endowments available to recovering students through your Collegiate Recovery Community

Deadline for Applications:

Restrictions on Applications:

Amount of Award:

6. Other sources of financial support

Deadline for Applications:

Restrictions on Applications:

Amount of Award:

ACTIVITY B.11

Assisting Students with Special Needs

Some suggestions for addressing special needs follow:

■ College/university campuses are required to provide special accommodations for students with learning disabilities. Make sure that a faculty/staff member in your Collegiate Recovery Community is familiar with these accommodations and how to access them.

■ Affordable childcare resources are often difficult to locate for students. Check with your college/university concerning any provisions they may have for childcare. Often Child Development Centers offer discounted childcare rates for students.

Name of Childcare Center _____

Hours of Operation _____

Cost _____

Phone Number _____

■ Make sure that a faculty/staff member in your Collegiate Recovery Community is familiar with financial aid resources for half-time students. Often scholarship and financial aid award packages mandate that a student be enrolled full-time. Often recovering students cannot meet this requirement due to full-time employment or family responsibilities.

Name of Office _____

Accommodations Offered _____

Phone Number _____

List any other special needs that your Project Planning Team anticipates encountering in your Collegiate Recovery Community.

1) _____

2) _____

ACTIVITY B.12

Housing Accommodations

Often, a recovering housing option may not be available to a beginning program. Additionally, your college/university may not have a substance-free living floor in established dormitories.

1. Begin by listing students in your Collegiate Recovery Community who are planning to live in residence halls on your college/university campus.

2. Identify potential pairs of recovering students who could room together in the residence halls.

Student One _____	Student Two _____
Age _____	Age _____
Gender _____	Gender _____
Classification _____	Classification _____
Major _____	Major _____
Drug of Choice _____	Drug of Choice _____
Time in Recovery _____	Time in Recovery _____

3. Contact each student to notify them of their potential roommate. Students should be given the following information:

- Name and Social Security number of potential roommate. Most college/university housing applications require this information to request a roommate.
- Order of requests for specific dorms. Most housing applications allow students to choose three residence halls.
- Contact information of their potential roommate. It is recommended that students contact each other before the move-in date to coordinate the dates and times that each person will arrive at the room.

If your Collegiate Recovery Community wishes to explore the option of free-standing recovery housing, it is recommended that you contact:

- Lisa Laitman, M.Ed., Rutgers University, (732) 932-7976
- Patrice Salmeri, M.A., Augsburg College, (612) 330-1409

More information can be found on the website for the Association of Recovery Schools (www.recoveryschools.org).

REMEMBER

Before releasing any information about students to other students, obtain written permission to give out information for the purpose of housing accommodations.

Designing the Companionship Support Components of Your Collegiate Recovery Community

Overview: While the recovering student is different from his/her non-recovering peers, Collegiate Recovery Communities should not exist in a vacuum. It is important that recovering students feel connected to the college/university and that the college/university support recovering students. Programs can construct activities and groups that allow interaction between recovering students and the college/university community while continuing to reinforce abstinence from alcohol and other drugs.

Companionship Support

Addiction is an isolating disease. Recovering students often feel disconnected from their peers and from their families. Companionship support is designed to help people in early recovery feel connected and enjoy being with others, especially in recreational activities in alcohol- and drug-free environments. This assistance is especially needed in early recovery, when little about abstaining from alcohol or drugs is reinforced. Your Collegiate Recovery Community can meet the companionship support needs of your students by providing:

- Opportunities for community service through a student organization
- Wilderness experiences
- Celebration of Recovery meetings

Opportunities for Community Service Through a Student Organization

Much like their peers in fraternities and sororities, recovering students can begin to learn responsibility and connectedness to their community through service projects. In addition, service organizations are often able to facilitate student-initiated recreational activities that are substance-free.

Service is a critical component of recovery from addictive disorders and organized service projects are a hallmark of the collegiate experience. A student service organization can benefit your Collegiate Recovery Community and its members by:

- Allowing recovering students the opportunity to further their recovery through service
- Offering recovering students the chance to connect to the campus and local communities and enjoy being with their recovering peers
- Working within the campus and local communities to combat the stigma often associated with addiction and recovery
- Providing increased visibility of your Collegiate Recovery Community which increases access for other recovering individuals interested in pursuing a college/university education

Wilderness Experience

Offering a wilderness experience as a component of your Collegiate Recovery Community can be an exciting and beneficial opportunity to both the staff and students of your program. A wilderness experience provides an opportunity for members of the Collegiate Recovery Community to briefly change their lived experience from the university environment to a natural setting. This form of companionship support offers a unique opportunity for recovering students to bond with their peers and with the faculty/staff of your Collegiate Recovery Community. A wilderness experience:

- Provides an environment isolated from the social influences of the college, university, urban, and media cultures
- Encourages the participants to interact with the natural environment and observe the impact they have on it and its impact on them
- Isolates recovering students in a remote location where the needs of individuals and the community are provided only by those present
- Teaches responsibility for stewardship of the environment and responsibility for supporting all of the emotional and physical needs of a group
- Facilitates relationship development in a shorter amount of time than is often possible in the college/university setting

Celebration of Recovery

Recovery groups across the country have recently launched an effort to encourage members of the recovering community to break their silence and begin to tell their stories of recovery from addiction. Through Recovery Month each September, the faces and voices of recovery are beginning to be heard. Collegiate Recovery Communities also have a role to play in getting the message of recovery out. Existing Collegiate Recovery Communities often host one open Twelve-Step speaker meeting per week that non-recovering members of the campus can attend to become educated about addiction or to learn of resources to deal with their own addiction issues. A Celebration of Recovery meeting offers the following benefits:

- Allows recovering students the opportunity to openly discuss their addiction/recovery experience with their non-recovering peers; which further enhances their identity as college/university students
- Helps recovering students to face the stigma often associated with recovery from addiction and provides an opportunity for them to take a leadership role in addressing substance abuse on college/university campuses
- Sets a scheduled time for all members of the Collegiate Recovery Community to come together and interact with the college/university population
- Gives students an opportunity to overcome the shame and guilt often experienced by recovering people

REMEMBER

A wilderness experience for your Collegiate Recovery Community should be facilitated by an individual who has been trained specifically for working with recovering people in nature settings. This person should also have specific training in First Aid or as a Wilderness First Responder .

ACTIVITY B.13

Designing Companionship Support for Recovering Students

When planning programming for a Collegiate Recovery Community, it is important to review and consider your Mission Statement. Begin each program design activity by re-visiting your Mission Statement.

Project Mission Statement

It is also important to remember the needs identified by recovering students on your campus. When creating the companionship support components of your Collegiate Recovery Community, it is important that the programs you develop are designed to meet these needs.

Companionship - helping people in early recovery feel connected and enjoy being with others, especially in recreational activities in alcohol- and drug-free environments. This assistance is especially needed in early recovery, when little about abstaining from alcohol or drugs is reinforced.

NEED: _____

NEED: _____

NEED: _____

NEED: _____

ACTIVITY B.14

Creating a Student Service Organization

Student service organizations offer an opportunity to recovering students to impact their campus and local communities. In addition, they provide substance-free recreational activities and bonding experiences for participants in your Collegiate Recovery Community. The following steps will assist you in the formation of a student service organization.

1. Appoint a member of your faculty/staff to be the advisor for your student organization.

Date Contacted: _____

Contact Person: _____

Notes:

2. Contact your campus Office of Student Affairs to find out the process for registering a student service organization. (This step is optional. However, many campuses offer money to student organizations to offset the costs of activities and projects. Campuses require registered student organizations to be open to all members of your campus.)

Date Contacted: _____

Contact Person: _____

Notes:

3. Host a meeting of your Collegiate Recovery Community to assess interest in forming a student service organization. As the discussion progresses, look for two to three students who could possibly serve on a committee to create the structure and by-laws of the organization.

Date of Meeting: _____

Names of Interested Students:

REMEMBER

A sample organizational structure and by-laws are contained in the Activities and Forms Workbook.

Potential committee members:

4. Contact potential committee members to assess their individual interest in serving on a committee to develop the organizational structure of your student service organization.

Name: _____
Contact Number: _____
Willing to Serve (Y/N): _____
Notes: _____

Name: _____
Contact Number: _____
Willing to Serve (Y/N): _____
Notes: _____

5. Schedule a meeting of the student committee. A faculty/staff advisor should be present at this meeting.

Date of Meeting: _____

6. Set an agenda for the planning committee meeting. This agenda should include discussion of the following items.

Name of student organization _____
Creation of a Mission Statement For the student organization

Goals of the student organization

1) _____

2) _____

3) _____

Organizational Structure (i.e. list of officer positions and their assigned responsibilities)

Requirements for Membership (i.e. dues, attendance)

Who will be responsible for writing the organizational by-laws

List potential recreational events for members

List potential service projects for members

7. Host work session for writing by-laws of the organization.

Date of Meeting: _____

8. Host first meeting of student organization. Present by-laws and organizational structure of the student organization to greater student body of interested participants. Ask for feedback on decisions made by the student committee.

Date of Meeting: _____

Notes:

9. Host second meeting of the student organization and adopt organizational structure and by-laws. Collect membership dues and elect officers of the organization. Announce ideas for recreational and service projects. Allow members of the student organization to choose the events they would like to participate in.

Date of Meeting: _____

Notes:

From this point, allow the student organization to create and schedule its service projects and recreational events. Staff/faculty presence at all meetings of the student organization is recommended to set an example of behaviors and attitudes that should be exhibited in organizational and service related setting. Schedule events in advance as students' schedules become filled during the latter part of a semester.

ACTIVITY B.15

Developing a Wilderness Experience

Many of today's college and university campuses support various outdoor recreation programs. By contacting these programs, you may find a resource available to help aid in creating a wilderness component to your Collegiate Recovery Community. Wilderness components should not be planned without the presence of an individual professionally trained for wilderness events. Unless a member of your faculty/staff is a trained wilderness professional, locate an outside individual to assist you with planning. The following is a list of resources to contact if you want to plan a wilderness experience for your Collegiate Recovery Community:

- Student Recreation Center on your campus
- Local wilderness outfitting stores
- Treatment centers in your area that offer a wilderness component in their treatment planning
- The Center for the Study of Addiction and Recovery at Texas Tech University

ACTIVITY B.16

Planning a Celebration of Recovery Meeting

A Celebration of Recovery meeting should be held once a week on your campus. It is recommended that this meeting be required for all members of your Collegiate Recovery Community and that it be open and welcoming to students, faculty/staff on your campus, and members of your local community. To plan a Celebration of Recovery meeting, consider the following steps:

1. Pick an evening time during the week to schedule a Celebration of Recovery meeting. This meeting should be held each week at the same time. Consider the schedules of the recovering students in your recovery community when determining the meeting time.

Time of meeting: _____

Day of meeting; _____

2. Locate a room on the campus of your college/university that can be reserved to host a Celebration of Recovery meeting. The room should not change during the course of a semester. If you have already secured space to host Twelve-Step and other support group meetings, consider hosting the Celebration of Recovery event in the same place.

Location of Room: _____

3. Create a format for the meeting. Many similar meetings operate as birthday/speaker meetings. If you are not familiar with this format, attend a Twelve-Step meeting with a similar format. While this meeting may resemble a Twelve-Step meeting, it is not recommended that a Celebration of Recovery meeting affiliate itself with a particular recovery fellowship. This meeting should encompass many different addictions.

A Format should include:

- A welcome statement
- Brief explanation what will happen in the meeting
- A statement concerning confidentiality of what is heard in the meeting
- Instructions for the chairperson
- Closing statement

4) Get all needed supplies for the meeting. If your planned format includes a celebration of recovery birthdays, you should purchase some type of token to give to the person celebrating his/her time in recovery.

REMEMBER

A sample meeting format is included in the Activities and Forms Workbook.

REMEMBER

Recovering students should only be asked to share their experience, strength, and hope if they are comfortable disclosing their recovery status to non-recovering people.

5) Select an individual from your Collegiate Recovery Community to host the meeting. It is recommended that you schedule chairpersons at least two weeks in advance. Additionally, it is recommended that you select a speaker for the meeting.

Week One Chairperson

Week One Speaker

Week Two Chairperson

Week Two Speaker

6) Ask members of your Collegiate Recovery Community to announce this meeting at other meetings they attend.

Selecting Program Components for Your Collegiate Recovery Community

Overview: A Collegiate Recovery Community is characterized by multi-faceted programs. Recovering students need support from a Collegiate Recovery Community on many levels. Some will rely more heavily on emotional support components and some more heavily on instrumental support components. Whatever the case, it is important that they have a variety of support systems to access.

Guidelines for Selecting Your Program Components

While the lists of potential program options may appear a bit overwhelming, a beginning Collegiate Recovery Community need not implement every program listed here. It is best to choose one from each category and make it functional and effective before attempting to implement another. In choosing which program components to pursue, consider the following:

- What programs will be the most cost effective for your Collegiate Recovery Community?
- Based on the identification of recovering students' needs on my campus, which programs will be meet those needs?
- What programs currently exist on my campus and how can my Collegiate Recovery Community support and further those events?
- What skills do my faculty/staff have to support particular programs?
- What programs appear fun for students, faculty, and staff of my Collegiate Recovery Community?

REMEMBER

Choose programs your faculty/staff feel comfortable facilitating. Strong leadership is essential in the beginning stages of a Collegiate Recovery Community.



ACTIVITY B.17
Selecting Program Components for Your Collegiate Recovery Community

After reviewing the needs of your recovering student population and the program components available to meet these needs, your Program Director and Project Planning Team must decide on the content of your program. In order to have a Collegiate Recovery Community, you must have a minimum of one support component per area. Choose the program you wish to implement from the descriptions provided earlier or create a component of your own.

Emotional Support Component for Your Collegiate Recovery Community

Informational Support Component for Your Collegiate Recovery Community

Instrumental Support Component for Your Collegiate Recovery Community

Companionship Support Component for Your Collegiate Recovery Community

Summary

Upon completion of Part B, you will have accomplished or planned the following:

- Reviewed potential programs to provide Emotional Support to students in your Collegiate Recovery Community
- Reviewed potential programs to provide Informational Support to students in your Collegiate Recovery Community
- Reviewed potential programs to provide Instrumental Support to students in your Collegiate Recovery Community
- Reviewed potential programs to provide Companionship Support to students in your Collegiate Recovery Community
- Selected individual program components that will comprise the services offered in your Collegiate Recovery Community

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