

# Activities and Forms



recovery  
and inclusiveness

## PROJECT ONE: Creating the Vision

*“I long to accomplish great and noble tasks, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker.”*

*—Helen Keller*



## Key Responsibilities for Project Planning Team Members

### College/University Representatives

#### Key Administrators

##### Responsibilities:

- Attend/Lead Project Planning Team meetings
- Educate campus administration about how the program could assist students in recovery
- Develop an interest in the program among other administrative offices on campus
- Act as a liaison between Project Planning Team and campus administration
- Locate a physical space on campus for the program
- Apply for funds from inside the campus budget
- Compile a list of on-campus student service providers
- Establish guidelines for on-campus recovery meetings
- Locate resources to use in the program (Office equipment, supplies, etc...)
- Work with admissions to establish guidelines for entering students who have low GPAs

### Faculty / Staff

##### Responsibilities:

- Attend/Lead Project Planning Team meetings
- Develop an interest for the program among campus faculty and staff
- Apply for grants or other types of funding from outside the campus
- Develop curriculum for Seminar in Addiction/Recovery
- Investigate various curriculums on addictive disorders and related family issues
- Investigate how curriculum could provide students with educational requirements for state licensing in chemical dependency
- Provide leadership to staff and students who will be making presentations about the recovery program

### Recovering Faculty and Staff

##### Responsibilities:

- Attend Project Planning Team meetings
- Mentor students in recovery
- Promote awareness of the program to other faculty and staff

- Support efforts to raise scholarship funds for students in recovery

Students (Recovering) – These team members are an essential component of the Project Planning team because they provide a face of recovering students on campus. Ideally, there would be at least one male student and one female student on the Project Planning Team so that each gender is equally represented.

##### Responsibilities:

- Attend Project Planning Team meetings
- Develop an interest in the program among students in recovery on campus
- Act as a liaison between the Project Planning Team and recovering students
- Meet with recovering students to assess what types of services are needed
- Provide input to the Project Planning Team about the needs of recovering students
- Develop a presentation about how students in recovery can contribute to and benefit from the program
- Contact AA/NA about beginning on campus Twelve-step meetings

Student (not in recovery) – Keep in mind that students in recovery are not the only students who can benefit from a recovery program. Other students can benefit from the program because they may be interested in working in the field of addiction or they may simply want to learn more about addiction. Sometimes these students have witnessed the results of addiction.

##### Responsibilities:

- Attend Project Planning Team meetings
- Act as a liaison between the Project Planning Team and students who are not in recovery
- Provide input about the needs of students who are interested in learning about addiction
- Develop a presentation about how students who are not in recovery can contribute to and benefit from the recovery program

### Families of Recovering Students

This will typically consist of parents of students in the program. However, there may be circumstances where families of recovering students could consist of spouses, grandparents, children, or some other family member.

#### Responsibilities:

- Attend Project Planning Team meetings
- Act as a liaison between the Project Planning Team and families of recovering students
- Meet with family members of recovering students to assess what services are needed
- Assess how family members of recovering students can contribute to the program and how they can benefit from the program
- Develop fundraising campaign to raise money for the scholarship program

### Members of the Recovery Community

#### Responsibilities:

- Attend Project Planning Team meetings
- Mentor students in recovery
- Sponsor recovering students when appropriate
- Promote awareness of the program to the local recovery community
- Develop an outline to initiate a scholarship program for students in recovery

### Recovery Facilitators Practitioners/Addiction therapists and counselors

#### Responsibilities:

- Attend Project Planning Team meetings
- Provide team with state licensing requirements
- Act as a liaison between the Project Planning Team and local practitioners
- Meet with local practitioners to gather information about how the program can best serve local clients
- Provide specific information about ethical

issues that may be encountered in a recovery program

- Provide ethics training to all staff (confidentiality, when to do intervention, suicide prevention, eating disorders, ACOA, etc...)
- Provide list of referral resources for the program

### Treatment Facilities

#### Responsibilities:

- Attend Project Planning Team meetings
- Act as a liaison between Project Planning Team and local treatment facilities
- Meet with representatives from local treatment facilities to gain insight about how the recovery program can best serve the local recovering community
- Develop guidelines for a referral process for clients who are good candidates for the program
- Provide training in working with underrepresented populations

### Faith-based Organizations that Address Recovery

#### Responsibilities:

- Provide a description of the faith-based organization
- Assess the possibility of referring clients to the recovery program
- Provide training in working with underrepresented populations

## Job Descriptions for Program Director and Program Coordinator

### DIRECTOR

Level of Effort: 100%

#### Description of Duties/Responsibilities:

##### Administrative/Structural Duties

- Develop formalized strategic plans and policies.
- Establish/maintain a relationship between the Collegiate Recovery Community, the university/college administration, and the local, state, and national communities.
- Development of financial support for student and programmatic components through fundraising and grant writing.
- Recruiting and supervision of all staff and faculty associated with the recovery community.
- Determine program parameters regarding admission requirements, recovery support and student accountability.

##### Person-to-person Activities

- Direct contact with recovering students in the role of educator, counselor, group facilitator and mentor.
- Provide clinical supervision to any contract therapist or practicum student working directly with the program.
- Structure and supervise peer-to-peer recovery mentoring for recovering students new to the Collegiate Recovery Community.

##### Evaluation Activities:

- Design and implement program evaluation measures to determine program success.
- Collaborate with university faculty on research projects involving recovering students in order to assure that all necessary precautions are taken to protect anonymity.
- Develop methodology to track recovering students post-graduation for program outcome/impact studies.

##### Educational Activities

- Work with the university on developing effective alcohol prevention and management strategies for recovering populations and underage drinkers.

- Collaborate with any university/college educational programs that are providing AOD specific education on curriculum development and/or implementation.

- Serve as the instructor for any university/college courses offered specifically for recovering students including: specialized orientation courses, seminar classes on recovery from addiction, leadership classes, etc...

##### Information Dissemination Activities

- Collaborate with other university/college staff or faculty on any publications specifically addressing Collegiate Recovery Communities or using recovering student members as a sample.
- Generate internal reports based on program evaluations and outcome studies to interested parties within the university.
- Host recruiting seminars for new students.
- Market the collegiate recovery community program to potential donors or foundations who can contribute financial support.
- Appear in any form of media which highlights the collegiate recovery community or draws attention to the epidemic of substance abuse in this country.
- Create and distribute marketing materials for the Collegiate Recovery Community for the purposes of: recruiting students, educating the community, gaining a donor base, or soliciting university support.

##### Qualifications:

- Master's or Ph.D.
- Marriage and Family Therapist, and/or
- Certified Addiction Counselor, and/or
- Certified Prevention Specialist, and/or
- License in related counseling field.

##### Skills and Knowledge Required:

- Knowledge of addiction and recovery.
- Ability to develop, write, and coordinate grants.
- Ability to relate effectively to graduate and undergraduate students, faculty, administration and community agencies.
- Knowledge of current cross-cultural competence practices.

**Experience Required:**

- Experience teaching in a higher education setting.
- Previous experience working with recovering students.
- Hands on knowledge of addiction issues relating to young people.
- Experience maintaining and producing outcome measures for funded projects.
- Ability to provide training on relevant issues and practices in the field of substance abuse.
- Previous employee supervisory experience.

**Salary Range:**

Dependent upon experience and education.

**Hours Per Week:**

An average of 40 hours per week is expected, although, there may be additional hours required to complete any duties.

COORDINATOR

Level of Effort: 100%

**Description of Duties/Responsibilities:****Administrative/Structural Duties**

- Manage all budgets related to the collegiate recovery community, including scholarship, operating, and recreational budgets.
- Schedule all courses and seminars related to the Collegiate Recovery Community.
- Respond to student inquiries about university and programmatic issues, as well as assisting students in completing paperwork needed to participate in the Collegiate Recovery Community.
- Monitor student compliance with all policies and procedures related to participation in the university and in the Collegiate Recovery Community.
- Supervise of any student workers/volunteers associated with the Collegiate Recovery Community.

**Person-to-person Activities**

- Assist Collegiate Recovery Community members in course scheduling.
- Assist Collegiate Recovery Community members in securing funding for their education and in finding substance-free housing.
- Interact with students regarding recovery, education, and life issues.

- Work with the director to assure the anonymity of all students in research/evaluation activities.

**Educational Activities**

- None specified

**Information Dissemination Activities**

- Distribute marketing materials for the Collegiate Recovery Community for the purposes of: recruiting students, educating the community, gaining a donor base, or soliciting university support.
- Answer all email, phone, and walk-in correspondence with interested students, parents of recovering individuals, potential donors, and campus, local, state, and national community members.
- Create documents that make recovery community members aware of all policies and procedures that must be followed to maintain participation in the community.

**Qualifications:**

- Bachelor's Degree in a social sciences field.

**Skills and Knowledge Required:**

- Knowledge of addiction and recovery.
- Ability to develop, write, and coordinate budgets.
- Ability to relate effectively to graduate and undergraduate students, faculty, administration and community agencies.
- Knowledge of current cross-cultural competency practices.

**Experience Required:**

- Two years experience working in higher education.
- Two years experience working in the substance abuse field.
- Effective communication and interpersonal skills.
- Two years experience working with money management and budgeting.
- Previous experience working with recovering students.

**Salary Range:**

Dependent upon experience and education.

**Hours Per Week:**

An average of 40 hours per week is expected, although, there may be additional hours required to complete all duties.

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## 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*





## Alternatives to Twelve-Step Programs

### Secular Organization for Sobriety

SOS takes a self-empowerment approach to recovery and maintains that sobriety is a separate issue from all else. SOS addresses sobriety (abstinence) as "Priority One, no matter what!" SOS credits the individual for achieving and maintaining his or her own sobriety. SOS respects recovery in any form, regardless of the path by which it is achieved. It is not opposed to or in competition with any other recovery programs. SOS supports healthy skepticism and encourages the use of the scientific method to understand alcoholism.

SOS is a nonprofit network of autonomous, nonprofessional local groups dedicated solely to helping individuals achieve and maintain sobriety. There are groups meeting in many cities throughout the US and other countries.

For information about a group in your area, contact:

SOS Clearinghouse (Secular Organizations for Sobriety - Save Our Selves)  
4773 Hollywood Blvd.  
Hollywood, CA 90027 USA.  
Phone: (323) 666-4295  
FAX: (323) 666-4271  
E-mail: [sos@cfiwest.org](mailto:sos@cfiwest.org).

### SMART Recovery®

SMART Recovery® is an acronym that stands for Self-Management and Recovery Training. SMART Recovery® has a scientific foundation, not a spiritual one. SMART Recovery® teaches increasing self-reliance, rather than powerlessness. It views addictive behavior as a maladaptive habit, rather than as a disease. SMART Recovery® meetings are discussion meetings in which individuals talk with one another, rather than to one another. SMART Recovery® encourages attendance for months

to years, but probably not a lifetime. There are no sponsors in SMART Recovery® and the use of labels such as "alcoholic" or "addict" are discouraged.

For more information, contact:

SMART Recovery®  
7537 Mentor Avenue, Suite #306  
Mentor, Ohio 44060  
Phone: 440-951-5357.  
FAX: 440-951-5358.  
E-mail: [srmail1@aol.com](mailto:srmail1@aol.com), or contact your local SMART® chapter.  
<http://www.smartrecovery.org/>

### Wellbriety Movement/White Bison, Inc.

White Bison, Inc., is an American Indian non-profit organization based in Colorado Springs, Colorado. Through White Bison, its Founder and President Don Coyhis, Mohican Nation, has offered healing resources to Native America since 1988. White Bison offers sobriety, recovery, addictions prevention, and wellness/Wellbriety learning resources to the Native American community nation wide. Many non-Native people also use White Bison's healing resource products, attend its learning circles, and volunteer their services.

Wellbriety means to be sober and well. Wellbriety teaches that individuals must find sobriety from addictions to alcohol and other drugs and recover from the harmful effects of drugs and alcohol on individuals, families and whole communities. The "Well" part of Wellbriety is the inspiration to go on beyond sobriety and recovery, committing to a life.

For more information contact:

White Bison, Inc.  
6145 Lehman Drive Suite 200  
Colorado Springs, CO 80918  
Phone: 719-548-1000  
FAX: 719-548-9407  
[www.whitebison.org](http://www.whitebison.org)

## Assisted Recovery

Assisted Recovery operates a non-12-Step program, based in part on the research and work of the University of Pennsylvania, School of Medicine, Treatment Research Center in Philadelphia, and in particular, Dr. Joseph Volpicelli, MD, PhD. We describe our program as a Pennsylvania Model in order to differentiate it from traditional or Minnesota Model programs. We fully embrace the use of pharmacotherapy, for example naltrexone HCl. Further, our counseling utilizes Cognitive Behavioral Therapy and does not require or suggest 12-Step or AA involvement. Our Co-Director is a SMART Coordinator. We also do not discourage any individuals who wish to also attend AA. Most of our clients do not wish to attend AA, however, we provide information on other secular options, including SMART, WFS and SOS/Lifering.

For more information, contact:

Assisted Recovery Centers of America

1000 E. Indian School Road

Phoenix, Arizona 85014

Phone: 602-264-7897

FAX 602-264-1212

[www.assistedrecovery.com](http://www.assistedrecovery.com)

[www.recovery2000.com](http://www.recovery2000.com)

## **Membership Guidelines and Facilitator Responsibilities in Support Groups**

### Guidelines for Members of Support Groups

- Respect all members.
- Always maintain the concept of anonymity.
- Always focus on solutions, not problems.
- Arrive on time.
- Become an active, caring member.

### Support Group Facilitator's Role

- Support and facilitate the group.
- Provide empathetic understanding and support.
- Provide a sense of validation and empowerment.
- Encourage genuine self expression.
- Educate members about addictions.
- Teach new coping skills.
- Facilitate group integration and the use of the group as a resource.
- Serve as a link to other support systems and referral sources.
- Protect the group members from disruptive interactions.
- Assure confidentiality and preserve boundaries.
- Serve as a model by demonstrating respectfulness, genuineness, and the ability to express self openly and assertively.

## Sample Syllabus for Seminar Class in Addiction and Recovery

HDFS 2125. 004  
SOPHOMORE SEMINAR IN RECOVERY  
Spring, 2004

### COURSE DESCRIPTION:

This course is an intensive evaluation of all the issues involved in both addiction and recovery. Students are expected to be present at every class session on Wednesdays at 3:00 P.M. in the Serenity Center and participate in all related events.

### COURSE OBJECTIVES:

Students will continue to develop the relationships formed in previous semesters with their peers in Seminar and will continue to be given opportunities to build trust and respect for one another. Students will contribute to the group experience by sharing in discussions, and participating in activities, and begin to take on leadership roles in the on-campus recovery community.

### SELECTED TOPICS:

1. Spiritual Recovery Issues
2. Self-Awareness
3. Relapse Prevention

### TEXTBOOK:

Walking in This World, Julie Cameron.

### REQUIREMENTS:

Besides the formal classroom experiences, all seminar students are required to do the following:

1. Attend "Celebration of Recovery" every Thursday at 7:00 P.M.
2. Attend at least two support/recovery groups at the Serenity Center every week.
3. Attend all special events and activities sponsored by the Center for the Study of Addiction and Recovery. Mark the following event on your calendar and make arrangements to attend.

- CSAR Group Pictures Thursday, March 31st. Meet at 5:15 at Talkington Plaza.
- Association of Students About Service (ASAS) Convention

### ATTENDANCE REQUIREMENTS:

Students must attend all classes, "labs", and special events. Absences will only be excused if they have been cleared in advance by your instructor. A letter grade will be deducted from the final grade for every three unexcused absences.

### MIDTERM GRADES:

Mid-semester grade reports will be required of all students in seminar. Any student failing a class at mid-semester will be required to attend a mandatory study hall. Times will be announced at a later date.

### FINAL EXAM:

Final exam will be given on the final day of class at the regularly scheduled class time, Wednesday April 27th.

### GRADE:

Your final grade will be determined by your compliance with all expectations of the class, quality of participation in the seminar, and personal evaluation by your instructor.

### STUDENT DISABILITIES:

Any student who, because of a disability, may require some special arrangement in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

TENTATIVE TOPIC SCHEDULE:

<u>Date of Class Meeting</u>	<u>Topic Addressed</u>	<u>Recovery Readings</u>
January 12th	Overview of Class	none
January 19th	The Origin of Ourselves	pages 2-13
January 26th	Self-definition	pages 33-40
February 2nd	Adventure	pages 75-82
February 9th	Personal Territory	pages 100-105
February 16th	Boundaries	pages 123-127
February 23rd	Catch-up Day	none
March 2nd	Mid-semester Grade Reports Due Mid-term Test	
March 9th	Positive Action	pages 133-136, 137-141
March 16th	Spring Break	none
March 23rd	A Sense of Resiliency	pages 167-168, 173-182
March 30th	Resiliency (cont.)	pages 183-196
April 6th	Personal Relationships	pages 210-215
April 13th	Encouragement	pages 223-229
April 20th	Service	pages 265-270
April 27th	Final Exam	

## **By-laws and Organizational Descriptions for a Student Service Organization**

Constitution of the Association of  
Students About Service  
Spring 2003

### Article I

Name

Section 1. The name of this organization shall be the Association of Students About Service (ASAS).

### Article II

Mission

Section 1. ASAS is designed to create an environment in which recovering students can interact socially and can be of maximum service to the College of Human Sciences, Texas Tech University, and the local, state, and national community.

### Article III

Membership

Section 1. A member shall be anyone with an interest in the area of addiction/recovery from addictive disorders who has paid the dues set forth by the organization and is committed to performing community service activities.

### Article IV

Officers

Section 1. The officers of ASAS shall be: President, Vice-President, Treasurer, Secretary, Parliamentarian, Fundraising Coordinator, Coordinator of Special Events, Reporter, Celebration Coordinator, Public Relations Officer, Convention Chair and Co-Chair, Merchandise Coordinator, and Food Coordinator. The above listing of officers is indicative of the hierarchy of power within the organization.

Section 2. Members in the last meeting of each year/fall semester shall elect the officers. Officers will be elected for one year terms (not to exceed two full terms).

Section 3. The President shall be chief executive officer of the organization.

Section 4. Any officer can have his/her position revoked with due cause during the serving term based on a majority vote of members in a business meeting.

Section 5. The Vice-President shall be vested with full power upon the absence of the President. He/she will also handle any administrative duties as assigned by the President.

Section 6. All officers should abide by duties outlined for officers of ASAS. Individuals running for office should be familiar with all administrative duties upon running for office.

Section 7. Extra chairpersons may be appointed for special reasons and committees with a majority vote from the officers.

Section 8. All officers are subject to removal by majority vote of the officers if they miss more than two Executive meetings without notifying the secretary or finding a proxy. If the situation arises, there will be another election held to fill the position.

### Article V

Meetings

Section 1. Officers' meetings shall be held weekly as decided upon by the executive committee to discuss current events/issues, fundraising ideas, progress of the organization, and service projects.

Section 2. The executive officers' meeting shall be open to any member of the organization.

Section 3. Regular meetings for members shall be held every Thursday, except holidays.

### Article VI

Advisor

Section 1. The advisor of the organization shall be selected and/or dismissed by a majority of the executive officers at its own discretion.

Section 2. Responsibilities of the advisor shall be assessed and disclosed by a majority of the executive officers at its own discretion.

Section 3. The advisor of the organization shall hold ultimate veto power.

#### Article VII

##### Rules of Order

Section 1. Robert's Rules shall be used as a guideline by the Parliamentarian to run ASAS meetings. The Parliamentarian shall have the final say in all matters regarding the format and order in the meeting.

#### Article VIII

##### By-laws

Section 1. The by-laws may be amended at any general meeting or by the executive officers, provided a quorum is present.

#### The Association of Students About Service Officer Descriptions and Responsibilities

##### President

1. Oversee all activities of the organization.
2. Delegate responsibilities to appropriate executive members.
3. Plan all meetings of ASAS officers.
4. Be available to the faculty advisor, all members, and officers.
5. Represent ASAS in a professional manner.
6. Assist the College of Human Sciences, Texas Tech University, and the Lubbock community however deemed necessary.

##### Vice President

1. Oversee all activities of the organization in the absence of the President.
2. Work with the Treasurer to keep current membership lists.
3. Create new ideas on increasing membership.
4. Make reports of membership status in regular weekly meeting.
5. Create and coordinate all specially appointed committees.

##### Treasurer

1. Work with the President on withdrawals, deposits, and other financial matters.
2. Assist the Vice-President in collecting membership dues.
3. Work with the Food Coordinator to arrange refreshments for ASAS activities.
4. Make weekly budget reports to officers at weekly meetings.

##### Secretary

1. Take the minutes at each officer meeting.
2. Present the minutes from the previous meeting.
3. Create a weekly agenda.

##### Parliamentarian

1. Read and review Robert's Rules of Order.
2. Conduct all meetings of ASAS.
3. Maintain general order in all meetings associated with ASAS.

##### Fund Raising Coordinator

1. Create fundraising ideas.
2. Oversee all fundraising activities.
3. Make reports of fundraising activities in regular weekly meeting.

##### Coordinator of Special Events

1. Arrange for needed speakers and activities for the ASAS meeting every Thursday, unless deemed unnecessary.
2. Create ideas for social and recreational activities for ASAS.
3. Send out thank-you notes to all speakers and organizations that assist ASAS.

##### Reporter

1. Take pictures at all events.
2. Organize the yearly scrap book.

##### Celebration Coordinator

1. Organize Celebration of Recovery Meeting.
2. Arrange weekly chairperson for Celebration of Recovery.
3. Make coffee, or arrange to have coffee made, for Thursday meetings.
4. Collect Celebration donations and make sure the contributions are given to the Treasurer.
5. Assure there are plenty of chips for all Celebration meetings.

##### Public Relations Officer

1. Reserve space in the University Daily Newspaper (Moments Notice/paid advertisement section) the local press.
2. Spread the name of ASAS, its activities and meeting times.
3. Keep active status for the ASAS organization with Student Organization Services.

#### Convention Chair & Co-Chair Coordinator

1. Coordinate schedule of events for any convention or festival held.
2. Secure a site for the convention or festival.
3. Work closely with the President and the Advisor to provides a weekly report of activity related to conference planning.
4. Assign committees for necessary tasks needed to aid in planning the ASAS convention.

#### Merchandise Coordinator

1. Create ideas and develop plans to purchase merchandise for resale at functions and activities for ASAS.
2. Coordinate sales and distribution of merchandise.
3. Create designs to be used on ASAS merchandise.
4. Assign a co-chair or assistant for necessary tasks.



## Meeting Format for Celebration of Recovery

### CELEBRATION OF RECOVERY

Meeting begins at 7:00 SHARP!

Welcome Statement:

TO BE READ ALOUD BY CHAIRPERSON:

Hi, my name is \_\_\_\_\_, and I want to welcome you to Celebration of Recovery.

Are there any announcements?

Let's begin this meeting with a moment of silence, followed by the Serenity Prayer.

I have asked \_\_\_\_\_ to come read "The Meeting Preamble."

I have asked \_\_\_\_\_ to come read the Traditions.

SPECIAL INSTRUCTIONS – NOT TO BE READ ALOUD.

After "How it Works" and Traditions have been read, explain HOW to pass the chips – so that it works out right for the chip to cross the isle in the back of the room. Also, explain WHY we pass the chips. Begin with "30 day" chip.

End with "Desire" chip.

Introduce Speaker.

After the speaker concludes, offer the Desire Chip again.

If people are coming up for desire chips, DO NOT get nervous about the time. In general, we like to close at 8 p.m. However, this meeting is about recovery. Be sure to allow plenty of time. Trust your feelings. If you need to wait longer, then wait.

Do a "chip check" before you close. Ask everyone who has a chip to pass it to the front. Remind all those that received chips to come pick their chip up.

Pass the basket AT THE END OF THE MEETING. Explain again that the money goes to support our recovery conventions.

Close with one large circle.

## MEETING PREAMBLE

Hi, my name is \_\_\_\_\_, and I am an (a) \_\_\_\_\_.

"Celebration of Recovery" is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem, and help others in their struggle with addiction.

This Celebration is not A.A. or any other traditional 12-step program. It is however, our desire to recognize and affirm milestones of recovery in all 12-step programs, as well as addictions for which an appropriate 12-step group may not even exist.

Besides milestones of recovery, it is our strong desire to recognize and affirm those who have not yet made recovery steps but who have the desire to be free.

For all those who come before this group, we will not only celebrate with you tonight, but we pledge to stand with you in all stages of your recovery. We encourage all of you here to participate fully in this Celebration.

### TRADITIONS OF CELEBRATION OF RECOVERY

Hi my name is \_\_\_\_\_,  
and I am an (a) \_\_\_\_\_.

1) Our common welfare should come first! Maximum recovery from any addictive behavior depends upon support from a recovering peers. At Celebration, we are here to support you in all stages of your recovery.

2) During Celebration, we ask that you do not compare addictions, preach, or give advice, but that you share your experience, strength, and hope.

3) The only requirement for participation is a desire to stop hurting and start healing.

4) Our primary purpose is to celebrate your recovery and to carry the message to others who still suffer.

5) It is an honor to give and to receive a chip. When presenting a chip, we ask that you share a direct testimonial of that person's recovery. When receiving a chip, we ask that your sharing be specific to your own personal recovery.

6) Please be considerate of others by recognizing their need to share. We ask that you share within a reasonable amount of time.

7) Our recovery conventions are supported by donations collected during Celebration. You are encouraged to contribute.

8) Recovery is a very personal experience. Desire chips are offered to those making a personal decision to step over the line into recovery.

9) When receiving a desire chip, we ask that you state clearly the nature of the recovery you desire.

10) Our foundation is based on spiritual principles. It is inappropriate to give a religious testimonial, but your spiritual experience is encouraged. Celebration ought never be drawn into public controversy.

11) Celebration is an open meeting. When speaking at Celebration, we ask that you use discretion. It is more appropriate to discuss some things at a closed meeting or with a sponsor. Respecting boundaries is of utmost importance.

12) This is a safe place. Remember, who you see here, what you hear here, when you leave here, let it stay here.

Group Response: HERE HERE.

# Activities and Forms



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## PROJECT THREE: Putting the Program to Work

*The person who tries to live alone will not succeed as a human being. His heart withers if it does not answer another heart. His mind shrinks away if he hears only the echoes of his own thoughts and finds no other inspiration.*

—*Pearl S. Buck*



## **Sample Page(s) from a Policies and Procedures Manual**

CENTER FOR THE STUDY OF ADDICTION AND RECOVERY

DATE APPROVED: 02/01/03

SUBJECT: EMPLOYEE ORIENTATION

POLICY: All new employees of the Center for the Study of Addiction and Recovery (CSAR) will be oriented to all Texas Tech policies and to the policies and specifics of the Collegiate Recovery Community.

PURPOSE:

- 1) To enable all staff members to fully understand his/her job responsibilities. This includes all duties outlined by the CSAR and Texas Tech University.
- 2) To create an affirming and consistent work environment in which all employees are competent and capable of performing assigned responsibilities.
- 3) To provide efficient service to members of the Collegiate Recovery Community and their families, members of the University community, and all other individuals who contact the CSAR.

PROCEDURE:

The orientation will consist of the following components:

- 1) Verbal orientation with the Assistant Director or other direct supervisor.
- 2) Review of Policies and Procedures manual.
- 3) A period of on-the-job training with the supervision of experienced staff.
- 4) Verbal feedback from supervisor concerning progress and areas needing improvement.

## Sample Job Descriptions for Additional Faculty/Staff

### COORDINATOR OF EXTERNAL RELATIONS

#### **Administrative/Structural Duties**

- Participates in activities and network with professional organizations, to remain abreast of developments and to obtain support for the community.
- Assist the Project Planning Team and/or overseeing Board in assessing the short and long-range funding needs of the community and work to develop an overall fundraising strategy to meet those needs.
- Manage all fundraising activities, including major gifts, individual annual giving, corporate giving and sponsorships, and foundation and government grants.
- Write appeal letters and solicitation materials for fundraising.
- Develop and supervise the production of all publications and external communications including press releases, brochures, marketing materials, applications, and newsletters.
- Research and write grant applications to foundations, corporations, and government funding agencies.
- Coordinate gift recognition, "thank you" letters, and invitations.

#### **Person-to-person Activities**

- Maintain regular and ongoing contact with members of the Project Planning Team and/or overseeing Board members.
- Maintain regular and ongoing contact with funding sources including civic organizations, businesses, foundations, corporations, and

individuals at the local, regional, state, and national level.

- Maintain liaison with university officials.
- Maintain active alumni relations.
- Develop mentoring relationships with recovering students.

#### **Evaluation activities**

- N/A

#### **Educational Activities**

- Supervise staff, students, and/or outside consultants in planning and executing special events.

#### **Information Dissemination Activities**

- Provide answers and information to the general public regarding the community.
- Disseminate application materials to prospective students.

In hiring a coordinator of external relations, it is recommended that the individual hold a bachelor's degree in public relations, marketing, communications or other related field. In addition, it is recommended that he/she have strong communication, writing, verbal, and interpersonal skills.

## Sample Job Descriptions for Additional Faculty/Staff

### PROGRAM EVALUATOR

#### **Administrative/Structural Duties**

- Remain informed and educated of current research methods in program evaluation.
- Develop research proposals and applications.
- Coordinate program evaluation procedures.
- Secure appropriate Institutional Review Board approval for each individual evaluation procedure and project.
- Prepare annual budget for program evaluation procedures.
- Establish secure external funding for evaluation research projects through grant writing.

#### **Person-to-person Activities**

- Facilitate focus groups for evaluation purposes.
- Conduct one-on-one interviews with students.

#### **Evaluation activities**

- Use strong research and analytical skills, design and conduct effective assessment and evaluation methodologies that research program operations for efficiency, effectiveness and compliance with program policies.
- Design evaluation tools and data collection instruments.
- Collect, organize, and analyze quantitative and qualitative data.
- Maintain long term data base of program evaluations.
- Produce written and oral reports regarding the interpretation of findings and subsequent recommendations for the program director, advisory board, and community staff.

#### **Educational Activities**

- Provide staff training in performance evaluation techniques, methodologies, findings, and recommendations.

#### **Information Dissemination Activities**

- Establish and maintain collaborative relationships with other collegiate recovery communities and outside agencies to share information and determine the most effective means of meeting and measuring student needs.
- Build and maintain positive relationships with funding agencies in order to enhance the reputation of the collegiate recovery community.
- Generate articles and papers for publication and present at national conferences on program evaluation projects for the purpose of increasing the community's credibility and professional reputation.

In hiring a program evaluator, it is recommended that the individual have a Masters degree (Ph.D. preferred) in education, marriage and family therapy, psychology, or related social science field, with strong academic preparation in research, statistics, evaluation, and measurement. A strong background in community-based program evaluation, as well as excellent report-writing and oral communications skills are also critical in this position.

# Sample Educational Document for Establishing Referral Sources for Your Collegiate Recovery Community

## INTRODUCTION

The Center for the Study of Addiction and Recovery at Texas Tech University has maintained one primary focus, the creation of a comprehensive education, support, and service network for students struggling with recovery issues. The CSAR has set the national standard for higher education assistance to recovering students and to students who grew up in families impacted by addictions. The CSAR has been able to achieve these dramatic goals in recovery through a comprehensive program which includes scholarships for recovering students, Twelve-Step meetings and other support groups, academic support, and education about the disease of addiction and its impact on social systems.

## TWELVE-STEP MEETINGS AND OTHER SUPPORT GROUPS

The Center for the Study of Addiction and Recovery believes in the effectiveness and importance of the Twelve-Steps in treating addiction and enhancing the lives of recovering persons. Currently, there are Twelve-Step meetings every day of the week on the Texas Tech Campus. Texas Tech University has demonstrated support of these meetings by donating a building to the CSAR for the sole purpose of holding meetings. This building is called the Serenity Center and houses all of the on-campus meetings. Twelve-step groups currently meeting at Tech are: Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Eating Disorders Anonymous (EDA), Sex and Love Addicts Anonymous (SLAA), Alanon, Dual Diagnosis, and Young People in Recovery.

In addition to meetings, the CSAR contracts with professionals in the community to meet the other needs of our students. Currently, the CSAR works with two counselors to provide extra guidance to our students in the areas of sexual abuse and eating disorders.

## ACADEMIC SUPPORT

Recovery from addiction involves a peer support process. The CSAR is utilizing that same peer support process to assure the academic success of our students. The CSAR is working to develop a peer tutorial program that uses the strengths of some students to benefit the growth of others. By encouraging our students to help each other academically, the CSAR has boosted the G.P.A. of many students. Our average G.P.A. usually ranges from 3.0 to 3.4.

The CSAR is also implementing a weekly study hall to provide students with a quiet, structured environment to do homework. This study hall will be operated by staff members and volunteers to make sure that our students can get the help they need.

It is our goal to assist recovering students in any and every way possible. The CSAR believes that academic success is a highly important part of building the self-esteem of our students and in helping them to become productive participants in society.

## RECOVERING STUDENT SCHOLARSHIPS

Texas Tech University, through the Center for the Study of Addiction and Recovery, provides financial assistance to recovering persons who are enrolled as full time students. In order to be eligible for this assistance, students must meet the following requirements:



1. They must have one full year of abstinence from their addiction with active involvement in a Twelve-step program.
2. They must have three letters of recommendation from people who can attest to the quality of their recovery and their academic potential.
3. They must meet all admissions requirements of Texas Tech University.

All students accepted into the program are given a \$500 probationary scholarship until they have Junior standing and have participated in the program for one year. Academic excellence is strongly encouraged and rewarded. After Junior standing is achieved, scholarships are awarded based on the following guidelines:

- 4.0 \$2,000 per semester (\$4,000 per year)
- 3.5 \$1,500 per semester (\$3,000 per year)
- 3.0 \$1,000 per semester (\$2,000 per year)

Students awarded scholarships by the CSAR are expected to demonstrate leadership and responsibility in recovery. To retain a scholarship students must consistently meet the following requirements:

- 1) Maintain a minimum G.P.A. of 3.0.
- 2) Attend and participate in Seminar in Recovery, ASAS., and Celebration.
- 3) Attend at least two on campus meetings per week during the semester. One of these must be a Noon AA meeting and the other a Big Book or Step Study.
- 4) Students must complete at least 12 credit hours per semester.
- 5) Attend all other special events.

## ACADEMIC SUPPORT

It is our goal to assist recovering students in any and every way possible. The Center for the Study of Addiction and Recovery believes that academic success is a highly important part of building the self-esteem of our students and in helping them to become productive participants in society.

## CONCLUSION

The consequences of addiction impact all aspects of a person's life. Often, people who become addicted may destroy educational opportunities, while at the same time undermining their self-confidence in their ability to perform well academically. The CSAR provides a nurturing, affirming environment where recovering students can begin to realize their academic potential. In doing so, the CSAR believes that it can restore this self-confidence and provide students with the opportunity to receive a college education.

The services provided at the CSAR are designed to help recovering persons be successful academically, professionally, and personally. It is our goal to make sure that each person who enters our program finds his/her way to a fulfilling career and life. Recovering students who come to Texas Tech to be a part of this program stay in recovery, do well in school, and graduate.

Web address: [www.hs.ttu.edu/csa](http://www.hs.ttu.edu/csa)

# Application Form Template

Summary of Program - Include a short statement about your program here.

The Collegiate Recovery Community offers the following services to students in recovery:

- Social support and fellowship with other students who are in recovery
- Academic credits for participation in courses related to recovery
- On campus Twelve-Step meetings
- Opportunities for leadership in the Collegiate Recovery Community
- Financial assistance in the form of scholarships
- Individualized academic advising including the admission process
- Referrals to specialized services such as individual counseling, tutoring, and financial aid

### ■ Deadline for Application

Fall semester: February 1  
Spring semester: July 1

- Requirements for Participation
  - 1.College - University Requirements
  - 2.Abstinence Requirements
  - 3.Complete Application Process Checklist

If you believe you qualify for this program, please complete the following Application for Admission to the Collegiate Recovery Community. If you have any questions, please contact our Program Director.

- Checklist for Program Application Process
  - \_\_\_ Admission Application to college/university
  - \_\_\_ Collegiate Recovery Community Application – completed in full
  - \_\_\_ Letters of recommendation (3)
  - \_\_\_ Biographical Statement
  - \_\_\_ Complete online FAFSA
  - \_\_\_ Complete departmental scholarship applications

Today's Date \_\_\_\_\_

Entering Semester (circle one)    Spring    Fall  
Year \_\_\_\_\_

### Personal Information

Name: Last \_\_\_\_\_  
First \_\_\_\_\_ Middle \_\_\_\_\_  
Social Security # \_\_\_\_\_  
Date of Birth \_\_\_\_\_

Age \_\_\_\_ Sex  M  F Marital Status \_\_\_\_\_  
Do you have children?  yes  no  
# Children \_\_\_\_\_

How can we best reach you? \_\_\_\_\_

Permanent Mailing Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip code \_\_\_\_\_

email address \_\_\_\_\_

Home Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Cell Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

The following questions are for tuition enrollment purposes only.

Are you a United States Resident?  yes  no  
Are you a Resident of Texas?  yes  no

### ■ Recovery History

Recovery Date \_\_\_\_\_

What is your primary source of support in recovery? \_\_\_\_\_

Do you currently attend a "Twelve-Step" Program?  
 yes     no

Briefly describe how you maintain sobriety and how you participate in recovery at this time.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you attended alcohol / drug addiction treatment?  yes  no  
Institution \_\_\_\_\_  
Dates \_\_\_\_/\_\_\_\_/\_\_\_\_ thru \_\_\_\_/\_\_\_\_/\_\_\_\_

Type of treatment? outpatient inpatient

Did you complete treatment?  yes  no

Have you been to jail or prison?  yes  no  
Dates \_\_\_\_/\_\_\_\_/\_\_\_\_ thru \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason \_\_\_\_\_  
Dates \_\_\_\_/\_\_\_\_/\_\_\_\_ thru \_\_\_\_/\_\_\_\_/\_\_\_\_

Have you ever been admitted to a psychiatric hospital? yes no  
Dates \_\_\_\_/\_\_\_\_/\_\_\_\_ thru \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason \_\_\_\_\_  
\_\_\_\_\_

■ Education Information

Last High School Attended \_\_\_\_\_  
\_\_\_\_\_

City \_\_\_\_\_  
State \_\_\_\_\_ Zip code \_\_\_\_\_

Did you graduate from high school?  yes  no  
Date of Graduation \_\_\_\_\_

Graduating Class Rank (percentile) \_\_\_\_\_  
Scores ACT \_\_\_\_\_ SAT \_\_\_\_\_

If you did not graduate from high school, have you obtained your GED?  yes  no  
Date Completed \_\_\_\_\_

Have you attended this college / university before?  yes  no  
Hours \_\_\_\_\_ GPA \_\_\_\_\_  
Last attended (circle semester)  
Fall Summer Spring Year \_\_\_\_\_

Have you attended any other colleges or universities?  yes  no

Name \_\_\_\_\_  
City, State \_\_\_\_\_  
Hours \_\_\_\_\_ GPA \_\_\_\_\_  
Last attended (circle semester)  
Fall Summer Spring  
Year \_\_\_\_\_

Name \_\_\_\_\_  
City, State \_\_\_\_\_  
Hours \_\_\_\_\_ GPA \_\_\_\_\_  
Last attended (circle semester)  
Fall Summer Spring  
Year \_\_\_\_\_

Name \_\_\_\_\_  
City, State \_\_\_\_\_  
Hours \_\_\_\_\_ GPA \_\_\_\_\_  
Last attended (circle semester)  
Fall Summer Spring  
Year \_\_\_\_\_

\_\_\_\_\_ I am undecided about what type of degree I am interested in obtaining.

\_\_\_\_\_ I know what type of degree I am interested in obtaining.  
Specify \_\_\_\_\_

At this point in time, I plan to continue my education with an advanced degree.  
 yes  no

Briefly describe what you want to accomplish with your degree. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please attach copies of transcripts from all other colleges or universities you have attended.

■ Employment History

Have you ever been employed?  yes  no

Briefly, describe your employment history. \_\_\_\_\_

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■ Scholarship Application

Are you interested in applying for a scholarship in this program?

yes  no

Most scholarships will cover only a portion of your tuition. How will you provide for the remainder of your financial needs? (Housing, books, living expenses) Explain in detail including parental support, other scholarships, grants, or student loans. \_\_\_\_\_

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Have you completed the FAFSA form for financial aid?

yes  no

Have you applied for any financial aid within the department you plan to attend?

yes  no

Have you applied for any financial aid from sources outside this college / university?

yes  no

Would you be willing to apply for financial aid from other sources?

yes  no

At this point in time, are you planning to work while attending college? (check one)

\_\_\_\_\_ I am not planning to work at all.

\_\_\_\_\_ I plan to work part time.

\_\_\_\_\_ I plan to work full time.

\_\_\_\_\_ I am not sure whether I will work while attending school or not.

Briefly describe the unique qualities that you possess that you feel would contribute to our program?

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# Collegiate Recovery Community Letter of Recommendation

## COLLEGIATE RECOVERY COMMUNITY LETTER OF RECOMMENDATION

For

PROGRAM ADMISSION AND SCHOLARSHIP AWARDS

Fall \_\_\_\_ Spring \_\_\_\_ of 20\_\_ \_\_

Please return to: \_\_\_\_\_

Applicant's name: Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Name of Person Completing Recommendation: \_\_\_\_\_

Office Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Email Address \_\_\_\_\_

The person whose name appears above has applied for admission to the Collegiate Recovery Community at Texas Tech University.

How long have you known the applicant? \_\_\_\_\_

In what capacity? \_\_\_\_\_

Please check the appropriate evaluation:

	Superior	Excellent	Above Average	Below Average	Can't Evaluate	
Intelligence						
Perseverance						
Motivation						
Organization						
Responsibility						

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you know this applicant well enough to verify at least six (6) months of complete and continuous abstinence from alcohol and drugs?  yes  no One (1) year?  yes  no

What length of abstinence time can you verify? \_\_\_\_\_

Recovery groups most frequently attended by this applicant: \_\_\_\_\_  
\_\_\_\_\_

How frequently does this applicant attend "Twelve- Step" meetings? \_\_\_\_\_  
\_\_\_\_\_

In a separate letter, please discuss your evaluation of the applicant's likely success in continued recovery and in higher education.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Position/Institution: \_\_\_\_\_

# Application Evaluation Form Template

SEMESTER \_\_\_\_\_ EVALUATOR \_\_\_\_\_

Name \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Age \_\_\_\_\_ Recovery Date \_\_\_\_\_ Dry Date: **1pt yr./5max** \_\_\_\_\_

High School \_\_\_\_\_ ACT/SAT \_\_\_\_\_ Release: **1pt yr./5max** \_\_\_\_\_

**TOTAL** \_\_\_\_\_ **FINANCIAL INFORMATION:**

Special Situation Validity: **1-5pt** \_\_\_\_\_

Parent Support: **- 1pt** \_\_\_\_\_

Self Support: **1pt** \_\_\_\_\_

**TOTAL** \_\_\_\_\_ **EDUCATIONAL GOALS & EXPERIENCE:**

Previous College Hours **1-4pt (Classification)** \_\_\_\_\_

Previous College GPA: **1pt per GPA pt** \_\_\_\_\_

HS: **1pt os/ 2pt int** \_\_\_\_\_

HS GPA: **1pt per GPA pt** \_\_\_\_\_

Test Scores: **1pt** \_\_\_\_\_

Activities: **1pt ea./5max** \_\_\_\_\_

Educational Goals Clarity/Vision: **5max** \_\_\_\_\_

**TOTAL** \_\_\_\_\_ **■ LETTERS OF RECOMMENDATION**

Name \_\_\_\_\_

Superior (5)      Excellent (4)      Above Average (3)      Below Average (2)      Can't (0)

Intelligence \_\_\_\_\_

Perseverance \_\_\_\_\_

Verify One Year Abstinence **1pt** \_\_\_\_\_

**Motivation** \_\_\_\_\_

**Additional Information 5pt max** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Phone Verification Info. 5pt max** \_\_\_\_\_

**Responsibility** \_\_\_\_\_

**TOTAL** \_\_\_\_\_

**■ LETTERS OF RECOMMENDATION**

Name \_\_\_\_\_

Superior (5)      Excellent (4)      Above Average (3)      Below Average (2)      Can't (0)

Intelligence \_\_\_\_\_

Perseverance \_\_\_\_\_

Verify One Year Abstinence **1pt** \_\_\_\_\_

**Motivation** \_\_\_\_\_

**Additional Information 5pt max** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Phone Verification Info. 5pt max** \_\_\_\_\_

**Responsibility** \_\_\_\_\_

**TOTAL** \_\_\_\_\_

**■ LETTERS OF RECOMMENDATION**

Name \_\_\_\_\_

Superior (5)      Excellent (4)      Above Average (3)      Below Average (2)      Can't (0)

Intelligence \_\_\_\_\_

Perseverance \_\_\_\_\_

Verify One Year Abstinence **1pt** \_\_\_\_\_

Motivation \_\_\_\_\_

Additional Information **5pt max** \_\_\_\_\_

Organization \_\_\_\_\_

Phone Verification Info. **5pt max** \_\_\_\_\_

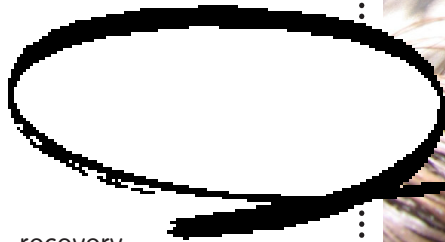
Responsibility \_\_\_\_\_

**TOTAL** \_\_\_\_\_

BIOGRAPHICAL STATEMENT: \_\_\_\_\_ (38pt max)

187 Possible Points **APPLICATION TOTAL** \_\_\_\_\_

# Activities and Forms



recovery  
and inclusiveness

## PROJECT FOUR: Program Evaluation

*“Renewal is the principle — and the process — that empowers us to move on an upward spiral of growth and change, of continuous improvement.”*

*—Stephen R. Covey*

*The Seven Habits of Highly Effective People*





## Sample Form for Use with a Suggestion Box

Name (optional) \_\_\_\_\_

Date: \_\_\_\_\_

Do you wish to be contacted in reference to this suggestion?    YES    NO

If so, please provide contact information: \_\_\_\_\_

Please circle which of the following best describes the nature of your suggestion:

Program Improvement

Compliment/Affirmation

Personal Complaint

Other: \_\_\_\_\_

Please provide a detailed description of your suggestion. Be as specific as possible and feel free to attach additional pages if necessary:

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## Sample Surveys for Recovering Students of Your Collegiate Recovery Community

Age

- (A) 18 – 20
- (B) 21 – 22
- (C) 23 – 26
- (D) 27 – 30
- (E) Over 30

What is your sex?

- (A) Female
- (B) Male

What is your race-ethnic Background

- (A) African-American
- (B) Caucasian
- (C) Hispanic
- (D) Native American
- (E) Other

What is your current marital status?

- (A) Single
- (B) Cohabiting
- (C) Engaged
- (D) Married / Remarried
- (E) Life Partnered
- (F) Divorced
- (G) Widowed

If you are a parent, do you have custody of your child?

- (A) Not applicable - I am not a parent
- (B) Yes
- (C) No
- (D) I do not have custody, but I do have visitation.

When school is in session, how many hours a week are you employed for pay?

- (A) I do not work at all.
- (B) I work approximately 10 hours per week.
- (C) I work approximately 20 hours per week.
- (D) I work approximately 30 hours per week.
- (E) I work approximately 40 hours per week.

What are your living arrangements?

- (A) I live alone.
- (B) I live with a spouse / partner.
- (C) I live with roommates or housemates.
- (D) I live with parents or other relatives.
- (E) Other

Where do you live?

- (A) I live on campus
- (B) I live off campus in Lubbock
- (C) I live outside of Lubbock

What percentage of your living and educational expenses are you responsible for?

- (A) I am totally responsible for all of my expenses.
- (B) I am responsible for all but 25% of my expenses. I get the rest from scholarships, grants, parents, or other.
- (C) I am responsible for all but 50% of my expenses. I get the rest from scholarships, grants, parents, or other.
- (D) I am responsible for all but 75% of my expenses. I get the rest from scholarships, grants, parents, or other.
- (E) All of my expenses are paid by my parents, grants, scholarships or other.

How did you first learn about the CRC?

- (A) Family - friends
- (B) Another school - university
- (C) Media (newspaper, internet, radio, magazine)
- (D) Treatment Center - 12-Step Group - other recovery related entity
- (E) Other

When were you accepted into the CRC? (Scholarship or no scholarship)

- (A) Before 2001
- (B) 2002
- (C) 2003
- (D) 2004
- (E) 2005

Length of Sobriety when you joined the CRC?

- (A) less than one year
- (B) 1 year – 2 years
- (C) 3 year – 4 years
- (D) 5 years – 10 years
- (E) Over 10 years

Have you experienced relapse since you joined the CRC?

- (A) No
- (B) Yes, one time
- (C) Yes, two times
- (D) Yes, more than two times

What is your current length of continuous sobriety?

- (A) less than one year
- (B) 1 year – 2 years
- (C) 3 year – 4 years
- (D) 5 years – 10 years
- (E) Over 10 years

Which other student services on the Texas Tech campus do you utilize?

(Check all that apply.)

- (A) Family Therapy Clinic
  - (B) PASS Center
  - (C) Writing Center
  - (D) Counseling Center
  - (E) Others (Please List) \_\_\_\_\_
- 
- 

Are you on scholarship through the CRC?

- (A) Yes
- (B) No

Are you on any other scholarships through this university?

- (A) Yes
- (B) No

Are you on scholarship from outside the university?

- (A) Yes
- (B) No

Do you feel that you would be attending college at this point in time if you did not have access to the CRC?

- (A) Yes
- (B) No
- (C) Not sure

At this point in time, are you concerned that any of the following areas could prevent you from obtaining your Bachelor's degree?

(choose all that apply)

- (A) Financial difficulties
- (B) Grades
- (C) Family obligations or responsibilities
- (D) Time constraints
- (E) Relapse

At this point in time, do you plan to continue your education with an advanced degree?

- (A) Yes
- (B) No

At this point in time, are you planning to participate in the CRC until you graduate?

- (A) Yes
- (B) No

If you do not plan continue to participate in the CRC until you graduate, is it because of any of the following reasons? (choose all that apply)

- (A) I do not like or do not have time to attend the required 12-Step meetings.
- (B) I do not get along with other students who participate in the CRC.
- (C) I do not feel I am getting the support that I need from the CRC.
- (D) I plan to participate in a recovery community outside the university.
- (E) Not applicable, I plan to continue to participate in the CRC until I graduate.

In terms of your ongoing recovery, rate the following aspects of the CRC.

- A – Not helpful at all
- B – Somewhat not helpful
- C – Neutral
- D – Somewhat helpful
- E – Extremely helpful

On-campus 12-step meetings

A          B          C          D          E

Seminar of Addiction course

A          B          C          D          E

Courses pertaining to addiction/recovery other than Seminar of Addiction

A          B          C          D          E

Classes not pertaining to addiction/recovery

A          B          C          D          E

Fellowship with other students in the CRC during school

A          B          C          D          E

Fellowship with other students in the CRC outside of school

A          B          C          D          E

Participation in ASAS

A          B          C          D          E

Mentoring - Counseling from CRC Staff

A          B          C          D          E

Academic Advising provided by CRC Staff

A          B          C          D          E

Below are five statements with which you may agree or disagree. Please use the scale below to indicate your agreement with each item.

- A - Strongly disagree
- B - Disagree
- C - Neutral
- D - Agree
- E - Strongly agree

I am satisfied with the services that I have received from the CRC.

A          B          C          D          E

I am able to talk to someone or use the CRC when I need to.

A          B          C          D          E

I would recommend the CRC to others.

A          B          C          D          E

I feel the administration and staff of the CRC are genuinely interested in my success in the program.

A          B          C          D          E

The administration and staff of the CRC are knowledgeable about issues relating to recovery and they are effective at providing services.

A          B          C          D          E

Briefly summarize your overall experience with the CRC.

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What services provided by the CRC have been the most useful for you?

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Are there any services that the CRC could provide that you are not currently receiving?

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Do you have any other suggestions for improving your experience with the CRC?

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## Sample Surveys for Faculty/Staff of Your Collegiate Recovery Community

Provide CRC position and/or title, and brief description of duties:

Title/Position \_\_\_\_\_

Job Description \_\_\_\_\_

\_\_\_\_\_

Age

- (A) 18 – 20      (B) 21 – 22  
(C) 23 – 26      (D) 27 – 30  
(E) Over 30

What is your sex?

- (A) Female      (B) Male

What is your race / ethnic Background

- (A) African-American  
(B) Caucasian  
(C) Hispanic  
(D) Native American  
(E) Other

What is your current marital status?

- (A) Single  
(B) Cohabiting  
(C) Engaged  
(D) Married - Remarried  
(E) Life Partnered  
(F) Divorced  
(G) Widowed

Employment status with the CRC:

- (A) Part-time      (B) Full-time

Approximately how many hours per week do you work with the CRC?

- (A) I work approximately 10 hours per week.  
(B) I work approximately 20 hours per week.  
(C) I work approximately 30 hours per week.  
(D) I work approximately 40 hours per week.  
(E) More than 40 hours per week.

Are you a current student in the CRC?

- (A) Yes      (B) No

Were you a former student in the CRC?

- (A) Yes      (B) No

Is your employment with the CRC part of a work-study program?

- (A) Yes      (B) No

Are you currently in recovery?

- (A) Yes      (B) No

Use the scale below to answer the following questions:

- A – Not at all  
B – Not much  
C – Neutral  
D – Somewhat  
E – Always

My staff position in the CRC requires contact with CRC students.

- A      B      C      D      E

I enjoy contact with CRC students.

- A      B      C      D      E

I believe my position with the CRC is valuable to the students of the CRC.

- A      B      C      D      E

Students in the CRC know they can receive personal attention from me.

- A      B      C      D      E

I participate in CRC activities other than my normal work duties.

- A      B      C      D      E

My fellow CRC staff members value my position.

- A      B      C      D      E

I mentor/counsel students in the CRC.

- A      B      C      D      E

I appreciate relationships with fellow CRC staff.

- A      B      C      D      E

In general, recovery issues are a part of my life.

A            B            C            D            E

Briefly describe your involvement with program development in the CRC.

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What aspects of your position do you consider to be the most beneficial to the CRC?

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How would you suggest improving your position to better serve the needs of the CRC?

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Describe any needs you believe to be currently underserved by the CRC staff.

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Please describe any other observations concerning the CRC staff/faculty or your position that were not addressed by this survey.

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## Sample Entrance and Exit Interview Strategies

### Suggested Questions for Entrance Interview

General academic:

- What have been your most successful academic experiences?
- What academic experiences have been the most challenging?
- What do you most want to gain academically from your collegiate experience?
- What are your academic goals?

Collegiate Recovery Community:

- How can the CRC contribute to your general collegiate goals?
- What are your expectations of the CRC staff?
- What expectations do you have of students in the CRC?
- What are your personal goals for recovery while in the CRC?

Prior experience: (If the student has previous treatment experience)

- What do you consider the most valuable components of treatment?
- What were the least helpful?

If not:

- What do you believe has been most helpful in your recovery thus far?
- What have been the biggest challenges to your recovery?

\*\* The previous questions should also be asked of students with previous treatment experience.

Once rapport has been established, the interviewer should take the opportunity to educate the student about the program and explain any requirements or responsibilities that may be expected of the student.

### Follow up questions:

- After learning a little more about the CRC, do you have any questions or concerns about the program?
- Do you think the program will be able to meet your needs both academically and in recovery?

### Suggested Questions for Exit Interview

For Graduating Students:

- Review of goals from Initial Interview.

Academic Goals:

- How did the CRC contribute to your achievement of your goals?
- Was the CRC able to help you overcome obstacles in achieving these goals? How so?
- How could the CRC have better served your academic needs in order for you to have better achieved your goals?

Recovery Goals:

- Describe your experience of recovery while in the CRC.
- Do you believe your goals for recovery were adequately served by the CRC?
- How could the CRC have further aided in your recovery?

Future:

- Did the CRC adequately prepare you for graduation?
- What are your immediate plans following graduation?
- How could the CRC be improved to aid students preparing to graduate?

For those students leaving the CRC for reasons other than graduation:

- As best you can, please describe why you are leaving the CRC.

## Guidelines for Conducting Focus Groups

Before opening the group for discussion, participants in the focus group should be provided a clear statement of the goal of the group. Questions for focus groups should be broad in nature. The goal of focus groups is to encourage dialogue. Asking questions that are too specific may lead participants into believing they are being tested which would, in turn, discourage participation. Avoiding questions that lead to a definitive (yes or no) answer will increase opportunities for conversation and enrich the quality of the focus group.

Examples of dialogue encouraging questions:

- Describe your experience with the CRC over the last 2 years.
- How do you feel about the academic support you have received from the CRC?
- How does the CRC support your program of recovery?
- Describe opportunities for improvement you have noticed in your experience with the CRC.
- What experiences have been the most beneficial to your academic success and/or recovery growth?