

Findings from Transforming Youth Recovery's 2017 Collegiate Recovery Census



Transforming Youth Recovery
One Community, One School, One Student At A Time

Presenter bio

Erin Jones

Research partner, Transforming Youth Recovery
Principal, sr4 Partners

The principal investigator on TYR's research efforts since 2013 authoring or co-authoring the following:

- Recovery Support in and around Community Colleges in the U.S. (2016)
- The State of Recovery High Schools, 2016 Biennial Report (2016)
- 38 Assets for Building Collegiate Recovery Capacity (Revised 2016)
- Closing the Gap: An examination of access to Best-in-Class evidence-based alcohol and other drug prevention programs for K-12 students in the U.S. (2015)
- The Assets for Building Collegiate Recovery Capacity (2013)

Session objectives

During this session, you will...

1. Learn about the results of the 2017 Collegiate Recovery Census conducted by Transforming Youth Recovery including program data and findings on the definitions for school-based recovery support services at institutions of higher education.
2. Understand what data are of most use to you as you work to build and grow sustainable collegiate recovery communities and programs.
 1. Discuss observations, patterns, and trends from the results.

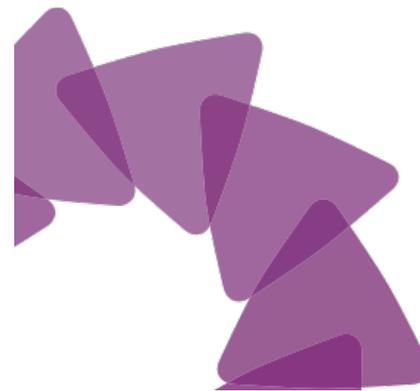
2017 Census and Definitions for Recovery Support in Higher Education



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2017 Census and Definitions for Recovery Support in Higher Education



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Research objectives

1. Substantiate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support services and resources for students in recovery from substance use disorders
1. Offer a definitional framework for diverse types of recovery support services and resources in order to strengthen resource classification within the field and enhance accessibility by students and families in need
1. Update census data on collegiate recovery services and resources currently in the U.S.



Research method

The collegiate recovery census was sent to **249** contacts and promoted via TYR's social media channels.

Responses were received from **183** individuals.

127 responses were complete enough to include in the survey analysis.

118 unique institutions of higher education provided responses.

These response rates make this the largest census in the history of the field.



Research objective #1

1. Substantiate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support services and resources for students in recovery from substance use disorders

The research successfully substantiated the assumption that institutions of higher education are offering diverse types of recovery support services and resources for students in recovery from substance use disorders by examining three variables:

1. Definition

1. Area of focus

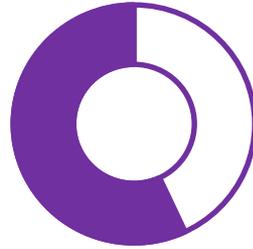
1. Additional practices



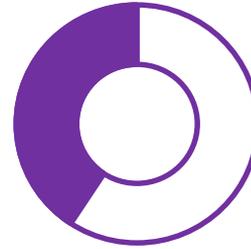
Research objective #1

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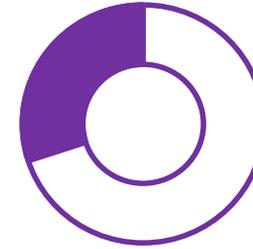
Definition



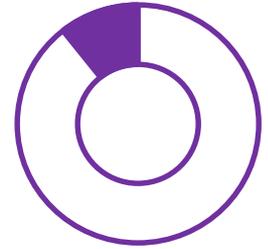
61%
**Collegiate
Recovery
Program**



38.9%
**Collegiate
Recovery
Community**



28.8%
**Recovery
Support
Referral**



10.2%
**Collegiate
Recovery
Residency
Program**

Less than 1% of respondents indicated they were offering:

- Transitional Living/ Recovery Housing and Education Program,
- Young Adult Intensive Outpatient Program (IOP), or
- Treatment and Education Program

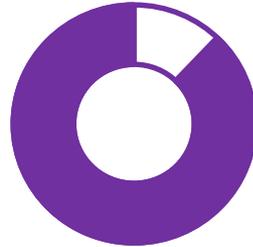
This variation in definitions was the first step in substantiating the assumption.



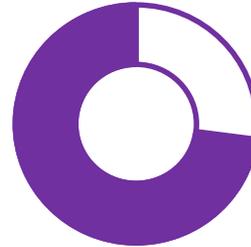
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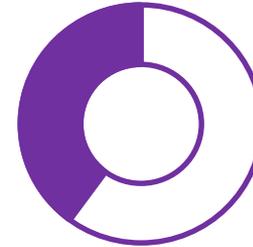
Area of focus



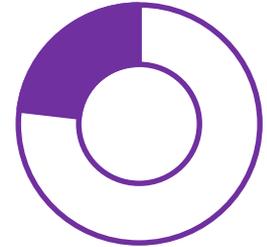
87.40%
**Peer
Support**



74.02%
**Social
Activities &
Sober Fun**



34.65%
**Counseling
or Clinical
Support**



22.05%
Other

Again, the variation in responses helps to substantiate the assumption that institutions of higher education are offering diverse types of recovery support services and resources for students in recovery from substance use disorders.



Research objective #1

1. Substantiate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support services and resources for students in recovery from substance use disorders

Additional practices

- Survey respondents were provided a list of 24 additional practices and prompted to select all that apply.
- Across the 112 institutions that provided a response to this question, 1217 selections were made.
- On average, institutions selected 10.87 additional practices they were offering.



Research objective #1

1. Substantiate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support services and resources for students in recovery from substance use disorders

Additional practices

	% (N=127)
Advocacy efforts undertaken for student needs	70.87%
Arrange for access to gyms, sports facilities, or intramural activities	14.17%
Arrange for seminars, classes, or academic advising for students	30.71%
Connect to job-placement, internship, and career-day programs	14.17%
Coordinate events to raise awareness on campus	74.02%
Facilitate life skills workshops	33.07%
Give presentations on recovery resources in the community	43.31%
Have a registered student organization or club	50.39%
Have advocacy, advisory board, and/or coalition meetings	29.92
Host on-campus 12-step or other mutual aid support groups	66.14%
Keep consistent drop-in hours	38.58%
Mentor high school students in recovery	7.09%
Offer relapse training to staff and students	12.60%
Offer peer mentoring support	50.39%
Organize sober social events for the recovery community and beyond	72.44%
Plan activities with students/families (e.g. parent's weekend)	17.32%
Promote community service and other volunteer opportunities	44.88%
Provide professional counseling	33.07%
Provide recovery workshops (e.g. spirituality, meditation, 12 steps for self compassion)	36.22%
Schedule groups meetings other than formal/clinical support group meetings	42.52%
Set recurring recovery group events (e.g. sober birthday celebrations, weekly dinners, etc.)	40.16%
Staff and students attend conferences	54.33%
Staff-led outing off-campus	34.65%
Student-led outings off-	12.64%



Research objective #1

1. Substantiate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support services and resources for students in recovery from substance use disorders

Additional practices

The most consistently selected additional practices included:

1. Coordinate events to raise awareness on campus
2. Organize sober social events for the recovery community and beyond
3. Advocacy efforts undertaken for student needs

Over 70% of respondents indicated they were offering these practices.

Again, the variation in responses substantiate the assumption that institutions of higher education are offering diverse types of recovery support services and resources for students in recovery from substance use disorders.



Research objective #2

2. Offer a definitional framework for diverse types of recovery support services and resources in order to strengthen resource classification within the field and enhance accessibility by students and families in need

Draft definitions

Collegiate Recovery Community – Emergent efforts by students in recovery from substance misuse or dependency to create safe, supportive learning environments at an institution of higher education. The primary components of collegiate recovery communities are:

- Mutual aid support groups near or on campus for students in recovery and students or other committed individuals who gather together socially, participate in sober activities
- Peer recovery support in a community setting

Collegiate Recovery Program – Programs offered at institutions of higher education that provide safe, supportive learning environments for enrolled students in recovery from substance misuse or dependency. The primary components of collegiate recovery programs are:

- Mutual aid support groups near or on campus for students in recovery
- Physical space for students to gather together socially, participate in sober activities, and experience peer recovery support in a safe environment
- Institutional acceptance and support of the collegiate recovery program and the academic goals of students in recovery
- Staff, counselors, or student leaders who are dedicated to the collegiate recovery program
- Peers, recovery coaches, or counselors who are available for recovery support

Collegiate Recovery Residency Program – Collegiate recovery programs that offer recovery housing options for students in recovery enrolled at an institution of higher education



Research objective #2

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Draft definitions

Young Adult Intensive Outpatient Program (IOP) – Outpatient treatment services for students enrolled at an institution of higher education. An IOP for young adults typically offers flexible day and evening programs so that students can manage treatment services with class schedules. The primary components of IOPs are:

- Individual and group therapy sessions
- Life and study skills development and workshops
- Relapse prevention, health, and wellness classes
- Case management and peer mentoring
- Drug testing

Treatment and Education Program – Residential or day-treatment program in which individuals are admitted for 10 days or more and can enroll and attend classes through a participating college or university (online, at the treatment center, or on-campus). Medication management and medical monitoring is generally available on-site. Facilities address serious psychological and behavior issues and most are Joint Commission, CARF, and/or NAATP accredited.

Transitional Living/Recovery Housing and Education Program – Substance-free living facilities for individuals recovering from substance misuse or dependency that often serve as a transitional living environment between detoxification or residential treatment and mainstream society or educational settings. Students at these living facilities enroll and take classes through a participating college or university, either online or on-campus.



Research objective #2

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Draft definitions

Recovery Support Referral – Colleges and universities that offer some level of substance misuse prevention services and referral-based recovery support resources for enrolled students. These services and resources may include:

- Alcohol & Other Drug Prevention (AOD) Programs, which offer screening and interventions for substance misuse
- Counseling and Psychological Services (CAPS), which offer clinical services for behavioral and mental health
- Student Health and Wellness Centers, which provide referral services for mutual aid support groups and general wellness classes
- Resource sites, which provide listings of recovery support group meetings and services near campus



Research objective #2

2. Offer a definitional framework for diverse types of recovery support services and resources in order to strengthen resource classification within the field and enhance accessibility by students and families in need

Recommendations

1. Collegiate Recovery (CR) services and resources are to be accompanied by one of three descriptors based on the nature and characteristic of the services and resources. These include:
 - Collegiate Recovery Community (CRC) which are reflective of efforts by students who share a common goal of lifelong sobriety and offer peer recovery support
 - Collegiate Recovery Program (CRP) which have stated institutional acceptance and authority for the services and resources offered to enrolled students
 - Collegiate Recovery Program Residence (CRPR) which has institutional housing authority and is specific to students in recovery from a substance use disorder
1. The Transitional/Recovery Residence and Education Program definition should clarify authority distinct from the university and promote the idea that living settings are student-oriented. The classifying term should be Transitional/Recovery Residence and Education Program.
1. A number of comments were submitted suggesting that Recovery Support Referral services on-campus includes helping students with substance-free housing placements (not recovery-specific). This has been included in the final definitional framework.



Research objective #2

2. Offer a definitional framework for diverse types of recovery support services and resources in order to strengthen resource classification within the field and enhance accessibility by students and families in need

Recommendations

4. Classifying terms for emerging treatment and therapy programs that provide services specifically to students in recovery should be labeled for clarity as Outpatient Care and Education Program and Treatment and Education Program. This will allow for encompassing the broadest categories of distinct types of care that also maintain a focus on educational advancement.
5. Researchers will extend the existing definitional framework for school-based recovery support in secondary education to include definitions for services and resources in higher education. In doing so, researchers hope to provide the first look at continuing educational support for students in recovery in the U.S.



Research objective #3

3. Update census data on collegiate recovery services and resources currently in the U.S.



Response Rate



Number of unique institutions of higher education that provided a thorough enough response for their data to be included in the analysis

Number of Institutions Offering Services & Resources



Verified



Unverified

Year Started



8 Began prior to 2009

14 Began in 2010-2012

87 Began between 2013 and 2017



Areas of Focus



- 87.4%** Peer support
- 34.7%** Counseling or clinical support
- 74.0%** Social activities and sober fun
- 22.1%** Other

Endorsement



- 71.7%** Administration endorses efforts
- 15.8%** Administration does not endorse efforts

Institutionalization



- 39.4%** Have institutionalized recovery resources on campus
- 46.5%** Have not institutionalized recovery resources



Housing



11% offer housing as part of their services

Program Definitions

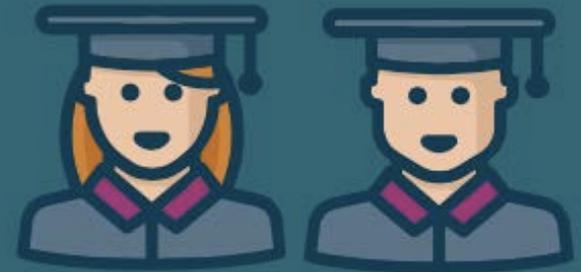
38.9%
Identify as a Collegiate Recovery Community

61.0%
Identify as a Collegiate Recovery Program

10.2%
Identify as a Collegiate Recovery Residency Program

28.8%
Identify as offering Recovery Support Referrals

Student Involvement



31.5% Have 0-5 students involved

19.7% Have 6-10 students involved

14.2% Have 11-15 students involved

7.1% Have more than 50 students



Stage of development	#	%	Median year since started serving students	Min year	Max year
Early stage	52	40.94%	2015	1980	2017
Mid stage	41	32.28%	2014	1977	2017
Late stage	19	14.96%	2013	1983	2017
No response	15	11.81%			



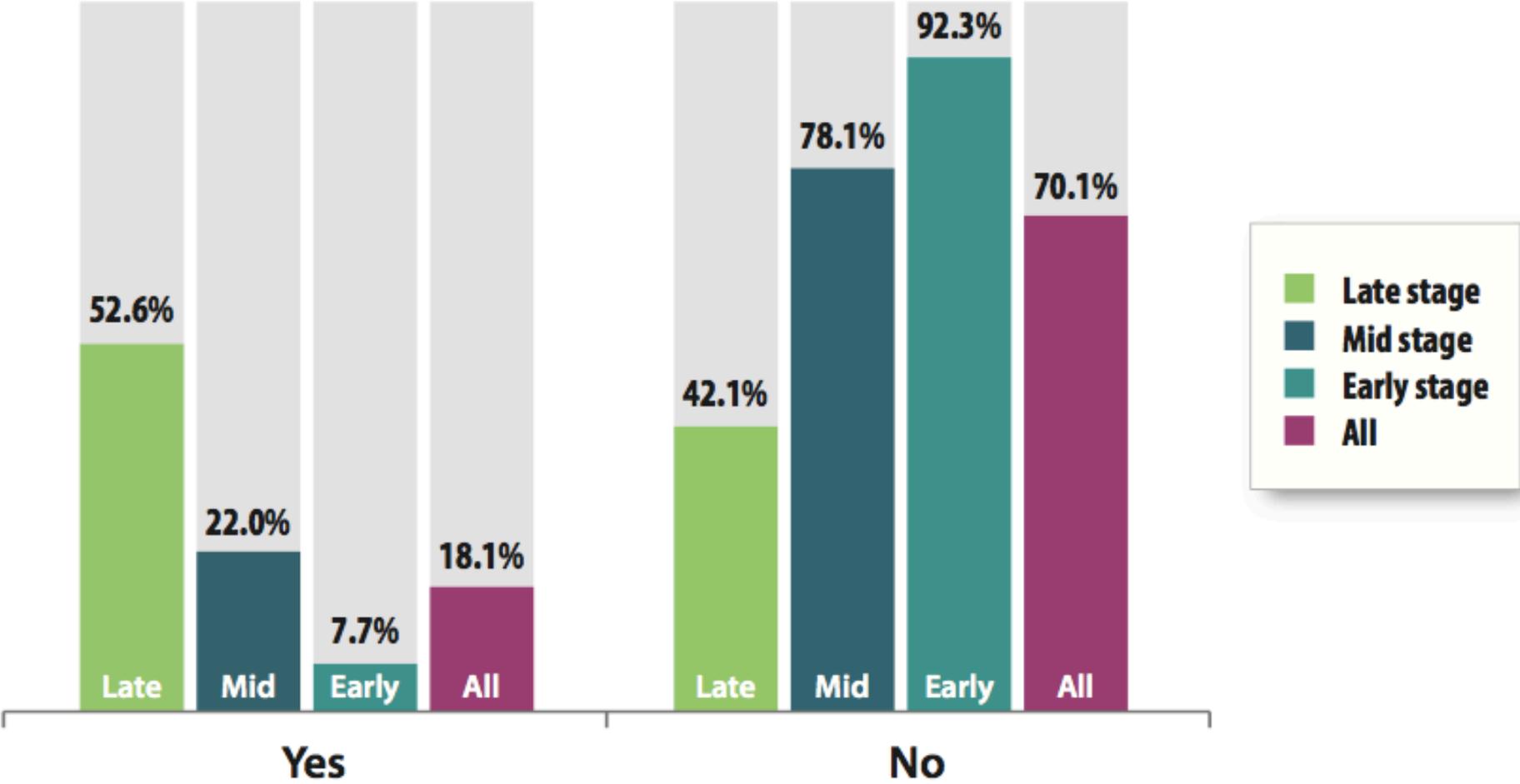
Department or group responsible	All (Count)	All (%)	Less than one year % (Started in 2017)	1-3 years % (Started in 2016, 2015, 2014)	4-6 years% (Started in 2013, 2012, 2011)	More than 6 years % (Started in 2010 or prior)
Alcohol and Other Drug Program/Services	10	7.87%	5.26%	7.84%	14.29%	0.00%
Campus Recreation	1	0.79%	0.00%	1.96%	0.00%	0.00%
Counseling and Psychological Services	22	17.32%	21.05%	23.53%	14.29%	9.09%
Dean's Office	5	3.94%	10.53%	1.96%	0.00%	18.18%
Department of Social Work/Human Services	5	3.94%	10.53%	5.88%	0.00%	0.00%
Enrollment Services	2	1.57%	10.53%	0.00%	0.00%	0.00%
Health & Wellness Services	42	33.07%	21.58%	35.29%	50.0%	18.18%
Student Affairs	21	16.54%	5.26%	17.65%	17.86%	54.55%
Student Organization	3	2.36%	5.26%	1.96%	3.57%	0.00%
No response	16					



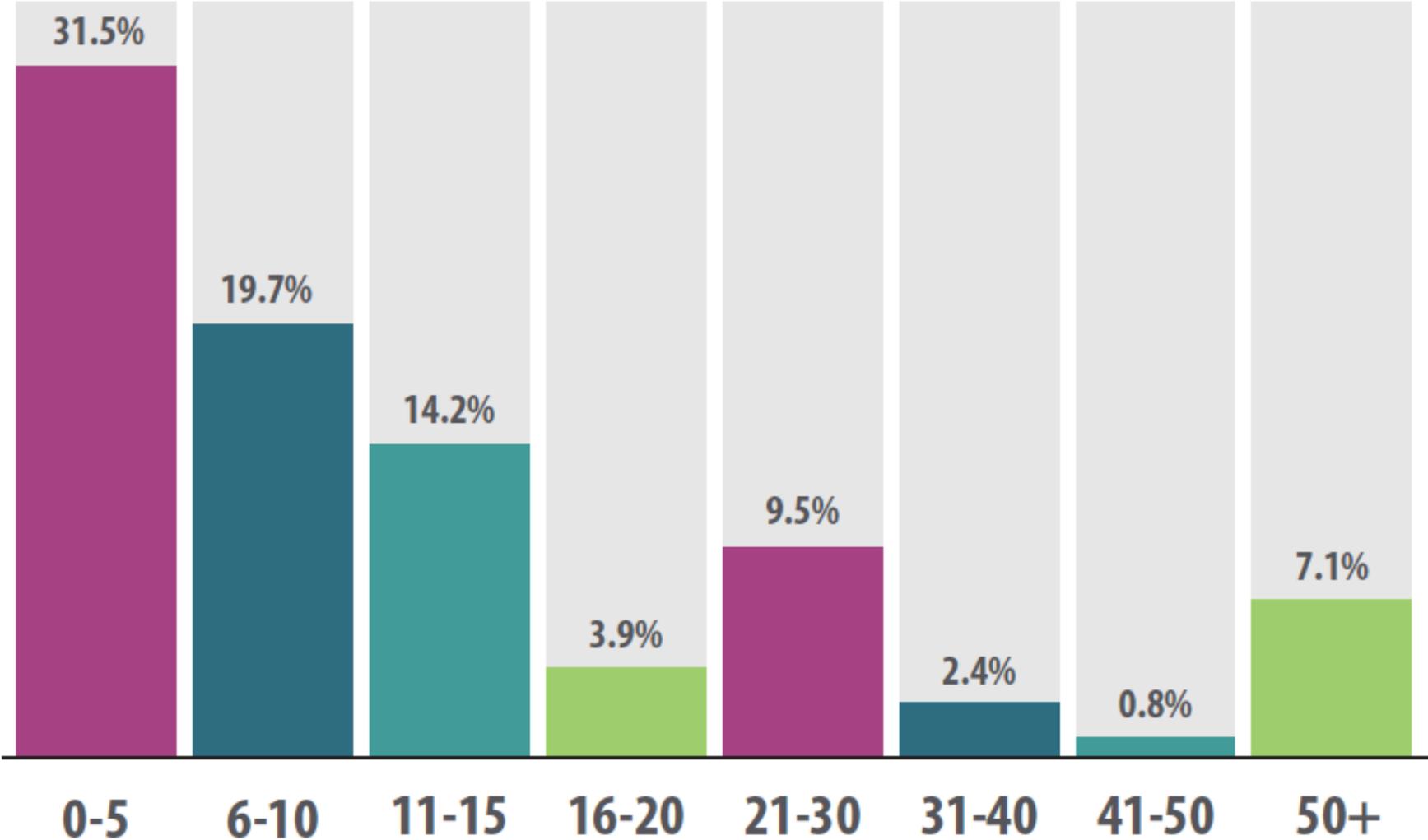
Spaces	All (Count)	All (%)	Less than one year % (Started in 2017)	1-3 years % (Started in 2016, 2015, 2014)	4-6 years% (Started in 2013, 2012, 2011)	More than 6 years % (Started in 2010 or prior)
The program has a dedicated space, which is only available to participating students.	52	40.94%	26.32%	38.78%	71.43%	60.00%
The program has a space that is shared with other groups, but is consistently available.	36	28.35%	47.37%	36.73%	25.00%	20.00%
The space that the program uses varies; it is not consistently available.	17	13.39%	15.79%	20.41%	3.57%	10.00%
No space available for the program.	6	4.72%	10.53%	4.08%	0.00%	10.00%



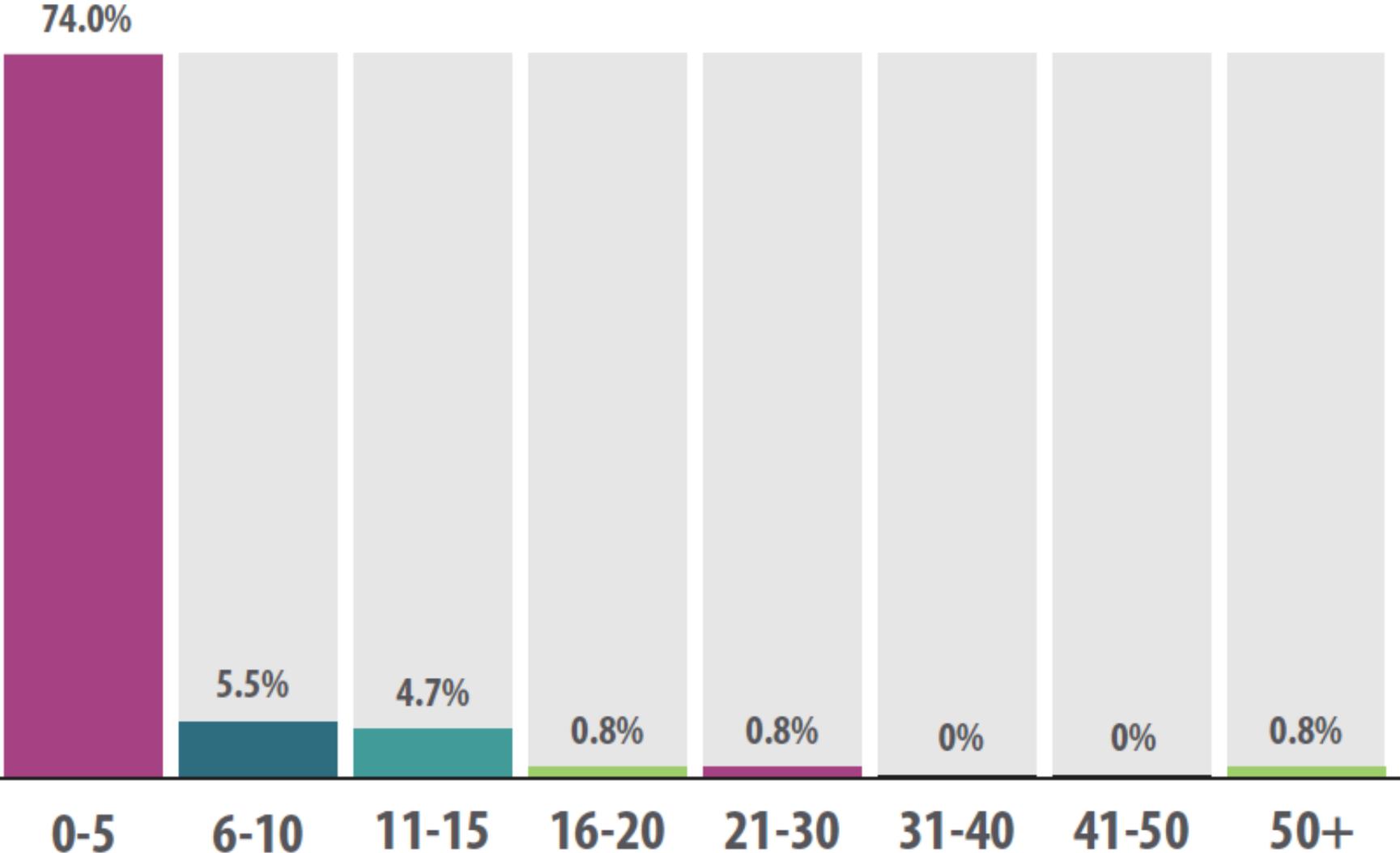
Scholarships (N=112)



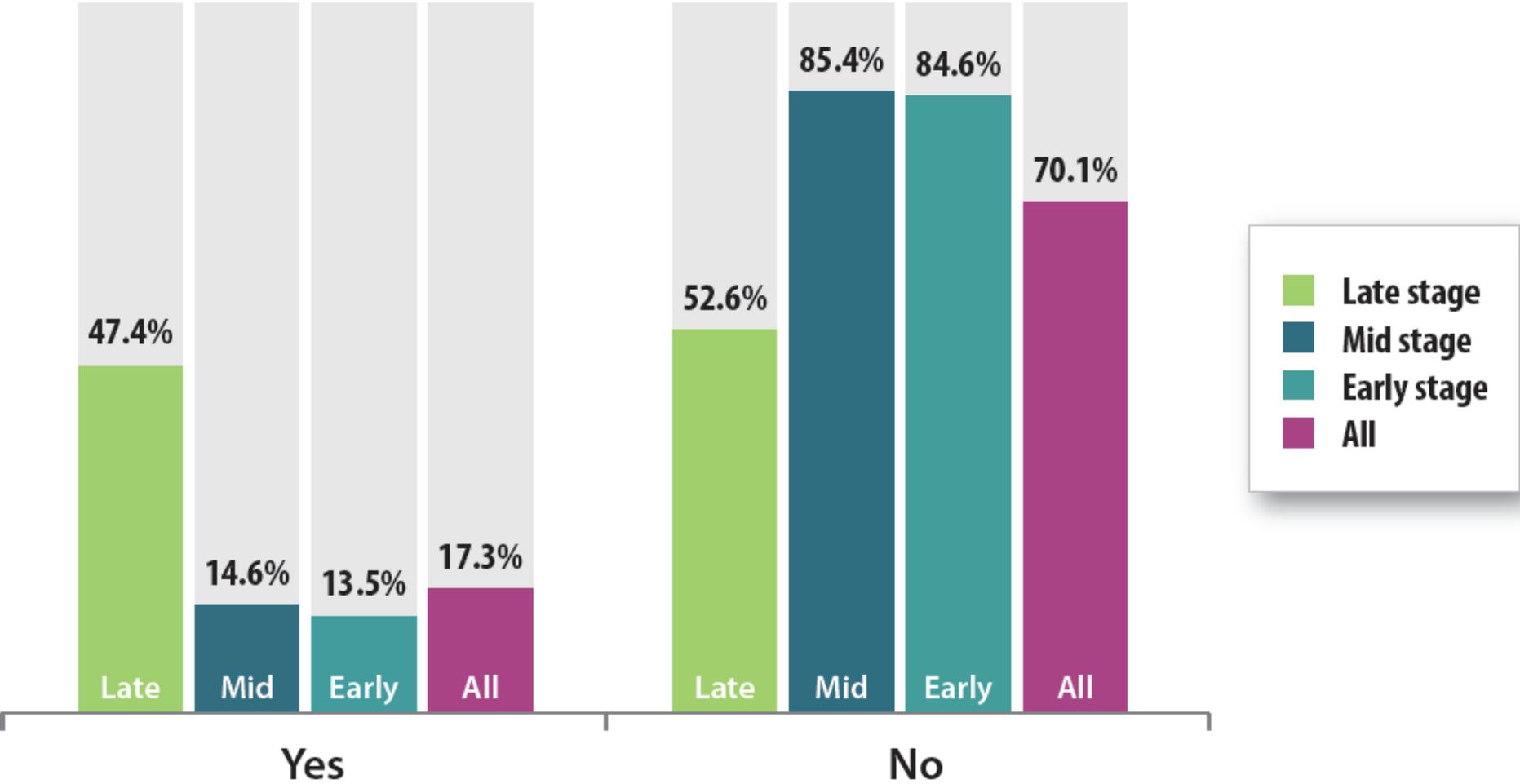
Undergraduate student involvement (N=113)



Graduate student involvement (N=110)

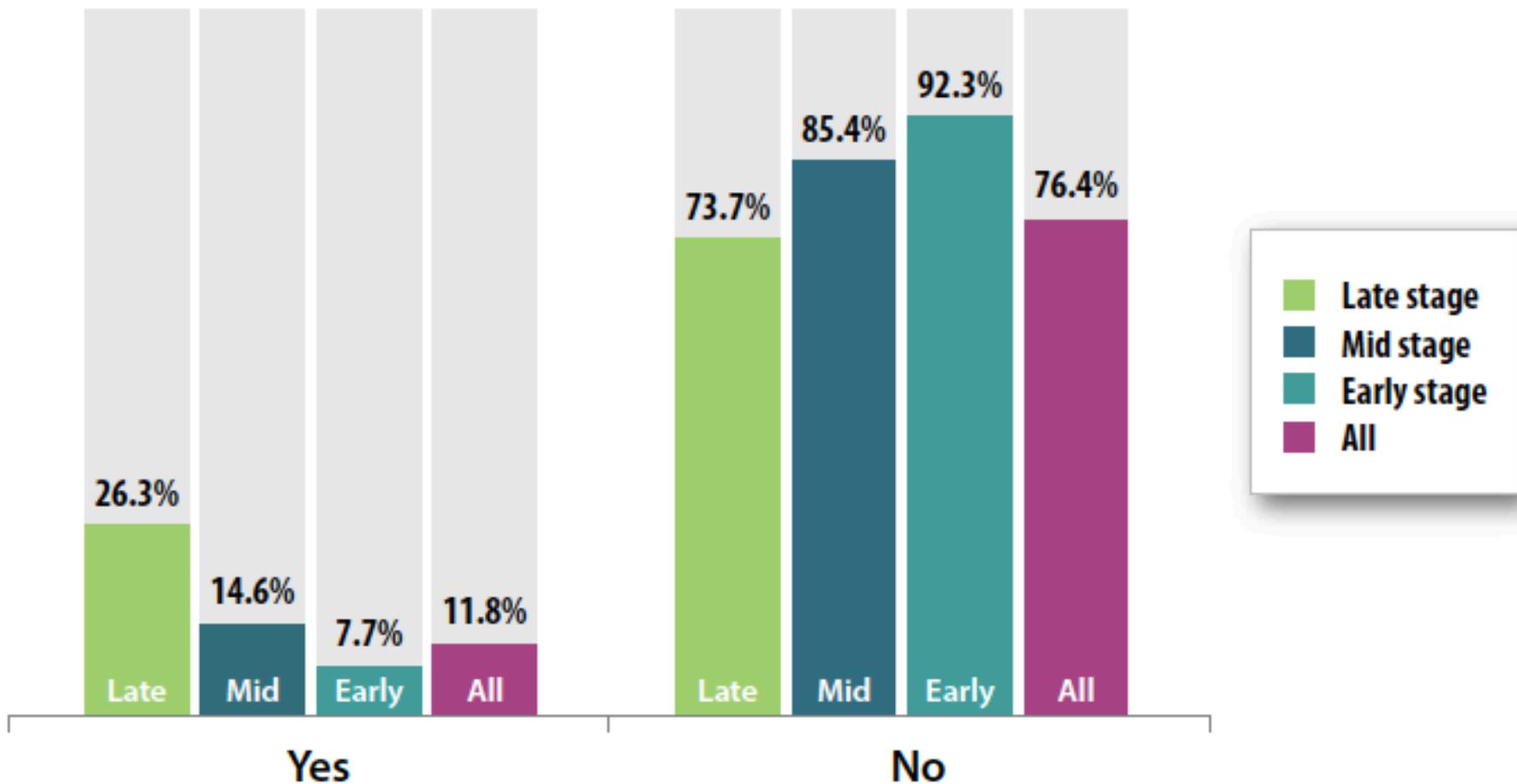


Students required to fill out an application (N=111)



Minimum requirement for abstinence in order to participate (N=112)

Minimum requirement for abstinence in order to participate



Observations, patterns, and trends

1. Do these findings hold true to what you are seeing in the field?
2. What patterns do you think the field will continue to experience?
3. Based on these findings, as practitioners, what should we be mindful of in the years to come?

Using data to build and grow

1. What data that we have provided here is most helpful as you build and grow?
1. What other data would be helpful?

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 1. Discuss observations, patterns, and trends from the results.