

## **NUTRITION FOR SUBSTANCE USE DISORDER RECOVERY: THE GUT-BRAIN AXIS**

DAVID A. WISS\*

\*DAVIDAWISS@NUTRITIONINRECOVERY.COM; UNIVERSITY OF CALIFORNIA LOS ANGELES FIELDING SCHOOL OF PUBLIC HEALTH, COMMUNITY HEALTH SCIENCES 650 YOUNG DRIVE SOUTH, LOS ANGELES, CA 90025

To cite this article: Wiss, D. A. (2018). Nutrition for Substance Use Disorder Recovery: The Gut-Brain Axis. *Journal of Recovery Science*, 1(2), c1. <https://doi.org/10.31886/jors.12.2018.10>

To link to this article: <https://doi.org/10.31886/jors.12.2018.10>

### **ABSTRACT**

With substance use disorder rates rising, there is an urgent need for new and effective treatment modalities. The utilization of nutrition services in addiction treatment has not been standardized, but there is a growing trend towards incorporating registered dietitian nutritionists into the treatment team. This comprehensive overview explores the impact of alcohol, cocaine, methamphetamine, and opioids on nutritional status. This presentation places particular emphasis on gut health, microbiome, and associated neural interactions. Homeostatic and hedonic mechanisms of eating behavior are discussed in the context of eating disorders and food addiction. Given the current crisis of addictive disorders, consideration should be given to prioritizing efforts to improve eating habits and overall health in recovery programs. Guidelines for nutrition interventions will be proposed, and a summary of where more information is needed will point towards future directions.

## **RECOVERY FROM ALCOHOL AND OTHER DRUG PROBLEMS IN THE U.S. POPULATION: PREVALENCE, PATHWAYS, AND PREDICTORS**

JOHN F. KELLY\*, BRANDON G BERGMAN, BETTINA HOEPPNER, DAVID EDDIE, CORRIE VILSAINT, LAUREN HOFFMAN

\*JKELLY11@MGH.HARVARD.EDU; MASSACHUSETTS GENERAL HOSPITAL, RECOVERY RESEARCH INSTITUTE, HARVARD MEDICAL SCHOOL BOSTON, MA 02114

To cite this article: Kelly, J. F., Bergman, B. G., Hoepner, B., Eddie, D., Vilsaint, C., & Hoffman, L. (2018). Recovery From Alcohol and Other Drug Problems in the U.S. Population: Prevalence, Pathways, and Predictors. *Journal of Recovery Science*, 1(2), c1. <https://doi.org/10.31886/jors.12.2018.11>

To link to this article: <https://doi.org/10.31886/jors.12.2018.11>

### **ABSTRACT**

The concept of "recovery" has become the organizing paradigm in many middle and high income countries globally with a goal of orienting services in cost effective ways to help sufferers achieve and maintain long term remission. Despite this focus, little is known from an epidemiological and public health perspective about the prevalence, pathways, and predictors of recovery, and the changes that ensue in quality of life and functioning with time in recovery. Using data from the recent National Recovery Study, this talk reviewed a variety of findings on all of these aspects of recovery from significant alcohol and other drug problems.

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## **CO-OCCURRING DISORDERS: AN INTEGRATED APPROACH TO TREATMENT**

**SONIA M. ROSCHELLI\*, TORRESY J. SMITH**

\*713-275-5288; THE MENNINGER CLINIC, 12301 SOUTH MAIN STREET HOUSTON, TX 77035

To cite this article: Roschelli, S. M. & Smith, T. J. (2018). Co-Occurring Disorders: An integrated approach to treatment. Journal of Recovery Science, 1(2), c2. <https://doi.org/10.31886/jors.12.2018.12>

To link to this article: <https://doi.org/10.31886/jors.12.2018.12>

### **ABSTRACT**

Treating and overcoming co-occurring disorders can be complex and challenging for clinicians and clients. In the past, the field has attempted to treat co-occurring disorders separately, but evidence in recent years suggests that treating both disorders at the same time yields the best results. This presentation will offer an overview of the challenges and clinical issues that are present in helping people with dual diagnoses. Recommendations for assessment and treatment of co-occurring disorders will be provided, and a case example will be presented to assist with application of information.

## **ADDRESSING GRIEF AND LOSS THROUGH THE CONTINUUM OF CARE: A FOCUS ON PATIENT EXPERIENCES AND PROFESSIONAL PRACTICES**

**JAMES M. RYAN\***

\*JRYAN@ASHLEYTREATMENT.ORG; ASHLEY ADDICTION TREATMENT, 800 TYDINGS LANE, HAVRE DE GRACE MD, 20178

To cite this article: Ryan, J. M. (2018). Addressing Grief and Loss through the Continuum of Care: A Focus on Patient Experiences and Professional Practices. Journal of Recovery Science, 1(2), c2. <https://doi.org/10.31886/jors.12.2018.13>

To link to this article: <https://doi.org/10.31886/jors.12.2018.13>

### **ABSTRACT**

Grief and loss are universal parts of the human experience. They are also some of the most profound experiences that a human being encounters in life. In addiction treatment, grief and loss must be addressed in order for an individual to successfully journey into recovery. In recovery, individuals must have the skills to cope with grief and loss to successfully maintain their sobriety when life happens. Integrated grief and loss is the ultimate objective. Treatment should focus on "stuck points" without pathologizing the individual's experience. This presentation is the beginning of a discussion about best practices when addressing grief and loss in addiction treatment and the types of interventions that have proven most successful.

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031





## BUILDING CAPACITY FOR RECOVERY SUPPORT AT INSTITUTIONS OF HIGHER EDUCATION

CHRISTOPHER D. HART\*

\*CHRIS@SR4PARTNERS.COM; SR4 PARTNERS, 910 W VAN BUREN ST. #605 CHICAGO, IL 60607

To cite this article: Hart, C. D. (2018). Building Capacity for Recovery Support at Institutions of Higher Education. Journal of Recovery Science, 1(2), c3. <https://doi.org/10.31886/jors.12.2018.14>

To link to this article: <https://doi.org/10.31886/jors.12.2018.14>

### ABSTRACT

Capacity™ data and mapping services help groups and organizations build capacity for recovery in their communities. The simple idea behind Capacity is to invite everyone to go out and map assets – those people, places, and services that people are finding helpful and useful on pathways to recovery. The big idea is to map every community across the country and empower those in recovery to reach their full potential. Since 2013, members of TYR's grantee network have been using Capacity to find and make visible the resources in their community that are supportive of students in recovery. This action of finding, mapping, and building relationships has helped over 160 programs throughout their lifecycles. This session provided attendees with an overview of the capacity building methodology, an orientation to the Community Asset Mapping Toolkit, and hands-on experience using online tools from Capacity. Included is information on emerging insights from the broad efforts being made by researchers to create a unifying classification and access system for resources specific to prevention, early intervention, treatment, and recovery support services in the U.S.

## HELPING CLIENTS FIND THEIR TRUE NORTH: INCREASING CLIENT ENGAGEMENT THROUGH IN-VIVO CLINICAL OFFERINGS AND COLLEGIATE BASED SERVICES

HEATHER N. FOTION\*

\*HEATHER.FOTION@LIVINGSOBER.COM; NORTHBOUND TREATMENT SERVICES, 3822 CAMPUS DRIVE, NEWPORT BEACH, CA, 92660

To cite this article: Fotion, H. N. (2018). Helping Clients find their True North: Increasing Client Engagement through In-Vivo Clinical Offerings and Collegiate Based Services. Journal of Recovery Science, 1(2), c3. <https://doi.org/10.31886/jors.12.2018.15>

To link to this article: <https://doi.org/10.31886/jors.12.2018.15>

### ABSTRACT

College participation and substance use disorder treatment do not need to, nor should they, be pursued in isolation from one another. Modern treatment opportunities exist which place an emphasis on school as a restorative and curative aspect of the treatment plan and encourage active class participation throughout the traditional treatment continuum. This interactive presentation will enhance participants' efficacy through reframing of clinical interventions through a Narrative Therapy lens in order to assist clients in finding their purpose through developmentally appropriate interventions, and the use of academics and "In-Vivo" offerings as an intervention to increase engagement in treatment. Adjusting our concept of a "continuum of care" to include real world experiences in order to challenge, empower, and inspire emerging adults; thereby creating a paradigm shift in the lives of recovering students in early stages of recovery.

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## STUDENTS VOICING COLLEGIATE RECOVERY

ANN M. CHENEY\*, DANIELLE CRAVALHO

\*ANN.CHENEY@MEDSCH.UCR.EDU; UNIVERSITY OF CALIFORNIA RIVERSIDE SCHOOL OF MEDICINE, DEPARTMENT OF SOCIAL MEDICINE, POPULATION AND PUBLIC HEALTH, 3333 14TH STREET, RIVERSIDE, CA 92501

To cite this article: Cheney, A. M. & Cravalho, D. (2018). Students Voicing Collegiate Recovery. *Journal of Recovery Science*, 1(2), c4. <https://doi.org/10.31886/jors.12.2018.16>

To link to this article: <https://doi.org/10.31886/jors.12.2018.16>

### ABSTRACT

Young adults increasingly enter college with substance use addiction. Some may achieve recovery before setting their foot on a college campus whereas others during their college years. These students often struggle to maintain sobriety as they act out their daily lives because they find themselves in abstinence-hostile environments (Bugbee et al., 2016; Harris et al., 2008). This presentation will discuss students' collegiate recovery experiences and will report on a photovoice project documenting students' recovery experience and recovery management and support needs. Photovoice is a participatory social action method that uses photography to answer research questions (Wang, 2006); a photovoice exhibit, involving a gallery of participants' photographs and linked narrative text to explicate the photos' meaning, disseminates the findings. The presentation will focus on the narratives of students in recovery and attendees will obtain an in-depth understanding of recovery students' experiences of stigma, shame and isolation, and marginalized social positions, which are intimately tied to their addiction histories. Students in recovery represent an invisible student group that struggles to access resources and needed healthcare services. The photovoice method can act as a powerful tool to empower marginalized students to share their recovery experiences and articulate their needs; ultimately providing a vehicle for structural-level and systemic change.

## FROM ACCEPTANCE TO GRADUATION: SUPPORTING STUDENTS IN RECOVERY THROUGHOUT THEIR COLLEGE EXPERIENCE

LEAH J. SINGER\*, JOHN A. SHIFLET

\*LJSINGER@CENTRAL.UH.EDU; UNIVERSITY OF HOUSTON, 4401 COUGAR VILLAGE DRIVE, HOUSTON, TX 77024

To cite this article: Singer, L. J. & Shiflet, J. A. (2018). From acceptance to graduation: Supporting students in recovery throughout their college experience. *Journal of Recovery Science*, 1(2), c4. <https://doi.org/10.31886/jors.12.2018.17>

To link to this article: <https://doi.org/10.31886/jors.12.2018.17>

### ABSTRACT

Students entering universities while in recovery from addiction face unique challenges, such as transitioning from a high school to a university, adapting to life after treatment, and/or transferring from a junior college or different university setting. Students in recovery also encounter challenges upon graduation including addressing gaps of employment on resumes, interviewing skills, and general professionalism. Cougars in Recovery offers support to students in recovery at the University of Houston in their academic journey through the use of programs including Source of Strength, offering peer to peer mentorship within the community and Career Ready Coogs, providing support for students approaching graduation with professional development resources. Longitudinal data is still being collected to demonstrate the influence of Source of Strength on Cougars in Recovery member retention and how Career Ready Coogs influences professional growth and preparation for graduation. Peer mentorship and professional development programs can help students in recovery navigate the challenges of the collegiate experience and entering the professional world.

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031



## **GUILFORD COUNTY SOLUTION TO THE OPIOID PROBLEM (GCSTOP): A MODEL FOR UNIVERSITY/COMMUNITY PARTNERSHIPS**

STEPHEN J. SILLS\*, CHASE N. HOLLEMAN, KENNETH J. GRUBER

\*CHCS@UNCG.EDU; UNIVERSITY OF NORTH CAROLINA GREENSBORO, CENTER FOR HOUSING AND COMMUNITY STUDIES, 1111 SPRING GARDEN STREET, GREENSBORO NC 27313

To cite this article: Sills, S. J., Holleman, C. N., & Gruber, K. J. (2018). Guilford County Solution to the Opioid Problem (GCSTOP): A Model for University/Community Partnerships. *Journal of Recovery Science*, 1(2), c5. <https://doi.org/10.31886/jors.12.2018.18>

To link to this article: <https://doi.org/10.31886/jors.12.2018.18>

### **ABSTRACT**

There were over 700 overdoses and 180 deaths from opioids in Guilford County, NC in 2017. The Guilford Solution to the Opioid Problem (GSTOP) project leverages funds allocated by the STOP-Act to design, implement, and evaluate a rapid response program intended to decrease mortality from opioid overdoses. The program engages citizens who overdose in harm reduction practices, distributes naloxone kits to high-risk users, conducts community health education, coordinates community resources through the CURE Triad collaborative, and builds relationships focused on ending opioid overdose. This presentation will review the development of the partnership between Guilford County Emergency Medical Services and the University of North Carolina at Greensboro that has resulted in the GSTOP demonstration project. The presentation included background on the opioid epidemic in Guilford County, the development of CURE Triad (a community coalition to address overdoses) and the implementation of GSTOP, the unique features of hosting such a program within a university, the evaluation design, and preliminary outcomes of the program.

## **HARNESSING STUDENT LEADERSHIP IN BUILDING A CENTER FOR STUDENTS IN RECOVERY AT A PRIVATE CATHOLIC UNIVERSITY IN CENTRAL TEXAS**

KARINA GIL\*, REBECCA GOMEZ, DENNIS RUCKER, BEA BLACKMON, LYDIA C. HAMNER, NOE GONZALEZ, ARMANDO SANCHEZ

\*KEGIL@OLLUSA.EDU; OUR LADY OF THE LAKE UNIVERSITY, 411 S.W. 24TH ST SAN ANTONIO, TX 78207

To cite this article: Gil, K., Gomez, R., Rucker, D., Blackmon, B., Hamner, L. C., Gonzalez, N., & Sanchez, A. (2018). Harnessing Student Leadership in Building a Center for Students in Recovery at a Private Catholic University in Central Texas. *Journal of Recovery Science*, 1(2), c5. <https://doi.org/10.31886/jors.12.2018.19>

To link to this article: <https://doi.org/10.31886/jors.12.2018.19>

### **ABSTRACT**

This presentation describes the different processes and steps taken by two faculty members from the social work department and a group of students to start a Center for Student Recovery (CSR) at a small private university in central Texas serving mostly first-generation Hispanic students. The presentation highlights the unique history of the university and how its mission and values align with the creation of a CSR, making it the first private catholic university with this type of service to its student population. Additionally, the presentation showcases the different stages undergone by the stakeholders to get to the point of student involvement. The stages include the social work department obtaining part of an SBIRT (Screening, Brief Intervention, and Referral to Treatment) grant which allowed for training to be embedded in certain classes which sparked conversations of substance and alcohol use among the student population. It also included a student health survey that provided a snapshot of the state of substance and alcohol use on campus, and the approval of a proposal presented to the University's board of trustee and president. Emphasis is given to the process of recruiting the student leadership, the student's motivation and their role in the creation of the CSR.

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## **IRON SHARPENS IRON: A STUDENT'S PERSPECTIVE ON DIVERSITY OUTREACH**

THOMAS G. KIMBALL\*, RENATA R. HERNANDEZ, MICHAEL S. MINCHER, ANNA L. TREVIÑO

\*THOMAS.KIMBALL@TTU.EDU; TEXAS TECH UNIVERSITY CENTER FOR COLLEGIATE RECOVERY COMMUNITIES

To cite this article: Kimball, T. G., Hernandez, R. R., Mincher, M. S., Trevino, A. L. (2018). Iron Sharpens Iron: A Student's Perspective on Diversity Outreach. *Journal of Recovery Science*, 1(2), c6. <https://doi.org/10.31886/jors.12.2018.20>

To link to this article: <https://doi.org/10.31886/jors.12.2018.20>

### **ABSTRACT**

POWER (Providing the Outside World with Empowerment and Resources), a student organization within the Texas Tech's Collegiate Recovery Program established December 2015, elaborated on their members experience when engaging in the important effort of diversity outreach to persons in recovery from substance and alcohol use disorders and eating disorders. POWER describes their mission statement to provide a foundation and a voice for underrepresented individuals in recovery by delivering positive end results through opportunities for success with a vision to instill hope for a promising future. These members along with the director of the CCRC and another staff member shared what they have found to be most effective and ineffective when presenting to diverse groups in their community. The presenters provided educational and recovery resources used in reaching out but also the varying and tailored approaches and techniques utilized when conducting outreach work to specific marginalized populations. These materials and techniques have been honed through many presentations and experience since 2015. During their presentation, student leaders, and members of POWER, shared their own personal experiences of marginalization as well as their experience as presenters/peer leaders.

## **TREATMENT PROVIDER'S ROLE: PREPARING STUDENTS TO RETURN TO SCHOOL**

BOB V. HENNEN\*

\*BOBH@PAVILLON.ORG; PAVILLON, 241 PAVILLON PLACE MILL SPRING, NC 28756

To cite this article: Hennen, B. V. (2018). Treatment provider's role: Preparing students to return to school. *Journal of Recovery Science*, 1(2), c6. <https://doi.org/10.31886/jors.12.2018.21>

To link to this article: <https://doi.org/10.31886/jors.12.2018.21>

### **ABSTRACT**

With the continuous growth of the collegiate recovery movement, treatment providers are considering a return to school a viable option for people in early recovery and it is often the goal of the student to return to school as quickly as possible following treatment. The barriers to and skills needed for recovery maintenance and school completion are interconnected and should be addressed simultaneously in treatment with students planning to return to school. This presentation is designed to address the treatment provider's role in preparing a student to return to school by exploring methods to assess for developmental barriers and resources and build skills for both substance use recovery maintenance and the successful navigation of higher education.

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031



## **WORKING WITH LATINO STUDENTS IN RECOVERY: UNDERSTANDING CULTURE AND THE ROLE OF FAMILY**

**KRISTINA M. CANFIELD\***

\*KMC211@UAB.EDU; THE UNIVERSITY OF ALABAMA AT BIRMINGHAM WELLNESS PROMOTION LRC 3RD FLOOR  
1720 2ND AVE S BIRMINGHAM, AL 35294

To cite this article: Canfield, K. M. (2018). Working with Latino Students in Recovery: Understanding Culture and the Role of Family. *Journal of Recovery Science*, 1(2), c7. <https://doi.org/10.31886/jors.12.2018.22>

To link to this article: <https://doi.org/10.31886/jors.12.2018.22>

### **ABSTRACT**

This presentation explores and reflects upon the presenter's experiences after moving and adjusting to a new culture at a large university in deep-south Texas, on the US/Mexico border, and how those experiences align with current research available regarding cultural considerations in a therapeutic environment. The presentation reviews several case studies and their relationship to six important cultural considerations when working with Hispanic or Latino students. The presentation also explores the important role families play in the recovery process for Latino students involved in Collegiate Recovery Programs and recommendations for CRPs to assist in the involvement of families in programming. Attendees will learn how the presenter learned the importance of understanding the vital role culture plays in different recovery communities and how that affects students in or seeking recovery.

## **EATING DISORDER RECOVERY: FOSTERING AN INCLUSIVE CULTURE**

**EMMY L. HENLEY\*, DIANA L. MONSOUR**

\*EMMY.LU.HENLEY@TTU.EDU; TEXAS TECH UNIVERSITY CENTER FOR COLLEGIATE RECOVERY COMMUNITIES  
BOX 41160 LUBBOCK, TEXAS 79409

To cite this article: Henley, E. L. & Monsour, D. L. (2018). Eating Disorder Recovery: Fostering an Inclusive Culture. *Journal of Recovery Science*, 1(2), c7. <https://doi.org/10.31886/jors.12.2018.23>

To link to this article: <https://doi.org/10.31886/jors.12.2018.23>

### **ABSTRACT**

Eating disorder (ED) recovery is often difficult to define, which may leave those offering recovery support feeling lost and discouraged when determining ED services in their Collegiate Recovery Program (CRP). Although CRPs primarily support substance use disorders (SUD), research demonstrates 35% with a SUD recovery report also having an ED, thus making it imperative that CRPs understand and consider means for an ED supportive culture. Providing information to staff of CRPs on the state of ED recovery research and how to incorporate strategies for support, despite the size, tenure, or financial status of a CRP, is important for inclusion. Texas Tech offered their experience in their CRP and the evolution of ED support and culture within.

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## A MISSING LINK: NUTRITIONAL HEALING IN RECOVERY

EMMY L. HENLEY\*

\*EMMY.LU.HENLEY@TTU.EDU; TEXAS TECH UNIVERSITY CENTER FOR COLLEGIATE RECOVERY COMMUNITIES  
BOX 41160 LUBBOCK, TEXAS 79409

To cite this article: Henley, E. L. (2018). A Missing Link: Nutritional Healing in Recovery. *Journal of Recovery Science*, 1(2), c8. <https://doi.org/10.31886/jors.12.2018.24>

To link to this article: <https://doi.org/10.31886/jors.12.2018.24>

### ABSTRACT

The journey of students in a Collegiate Recovery Program (CRP) begins with early recovery and continues towards a well-developed mental, spiritual, emotional, and physical state. Much emphasis is placed on mental, emotional, and spiritual healing through traditional recovery programs. Though all of these aspects are vital to flourishing in recovery, nourishing the physical state is often overlooked. The “missing link” within CRPs, the role of nutrition, can significantly impact physical well-being in recovery and a student’s reconnection with their body. Delivering information to CRP staff and students on the many aspects impacted from nutritional deficiencies and imbalances (neurobiological, gastrointestinal, emotional, mental), particularly in early recovery, will provide a means to evaluate inclusion of nutritional and physical health emphasis at their CRP. Appropriate implementation, not only knowledge, of resources to support this “missing link” is also crucial in a student’s journey to flourishing in recovery.

## RECOVERY-INFORMED EDUCATION AS A MEANS OF INSTITUTIONAL SUSTAINABILITY FOR CRPS

LINDSAY J. MONTGOMERY\*, JESSICA M. MCDANIEL

\*LVILLARR@KENNESAW.EDU; KENNESAW STATE UNIVERSITY, CENTER FOR YOUNG ADULT ADDICTION AND RECOVERY, 1085 CANTON PLACE NW ST. 6139E, MD 6002 KENNESAW, GA 30144

To cite this article: Montgomery, L. J. & McDaniel, J. M. (2018). Recovery-Informed Education as a Means of Institutional Sustainability for CRPs. *Journal of Recovery Science*, 1(2), c8. <https://doi.org/10.31886/jors.12.2018.25>

To link to this article: <https://doi.org/10.31886/jors.12.2018.25>

### ABSTRACT

CRPs are uniquely positioned to be valuable assets for universities to address substance-related issues in the collegiate environment. Utilizing the experience of students and staff members engaged in recovery support services empowers CRPs to implement alcohol and other drug (AOD) programming for the general student population. This presentation will outline how CRPs can implement education programs within their university in order to provide wider support and resources as well as challenge injunctive norms on campus. By employing various education initiatives, CRPs can reach a broader range of students while also attaining sustainability within the university structure.

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031





## **COLLEGIATE RECOVERY PROGRAMS AND TREATMENT PROVIDERS: SUPPORTING OUTCOMES, NOT ADMISSIONS**

SIERRA CASTEDO\*, NICO DOORN

\*SCASTEDO@AUSTIN.UTEXAS.EDU; THE CENTER FOR STUDENTS IN RECOVERY AT THE UNIVERSITY OF TEXAS AT AUSTIN, 2109 SAN JACINTO BLVD, E8000 BEL 222, AUSTIN, TX 78712

To cite this article: Castedo, S. & Doorn, N. (2018). Collegiate Recovery Programs and Treatment Providers: Supporting Outcomes, Not Admissions. *Journal of Recovery Science*, 1(2), c9. <https://doi.org/10.31886/jors.12.2018.26>

To link to this article: <https://doi.org/10.31886/jors.12.2018.26>

### **ABSTRACT**

Collegiate Recovery Programs (CRPs), rooted in slow-moving academic institutions, can be contrasted with relatively fast-moving private treatment entities, and this contrast has great potential for both conflict and mutual benefit. Conflict may arise from a misunderstanding about the role of CRPs in the continuum of care - frequently thought to be a referral source, when, in fact, they work best as a post-treatment resource, improving outcomes for students in recovery. Young adults are the fastest growing demographic seeking treatment for substance use disorders, and, because of this changing age profile, more treatment entities are seeking to serve young adults and coming into contact with CRPs. This presentation explores the nuances and ethical challenges facing those interactions and describes the benefits of collaboration when pursued thoughtfully. The experiences of a CRP and a sober living/IOP facility in Austin, Texas will also be presented as a framework for collaboration.

## **COMMUNITY COLLEGES: THE NEXT FRONTIER OF RECOVERY SUPPORT AT INSTITUTIONS OF HIGHER EDUCATION**

ERIN K. JONES\*

\*ERIN@SR4PARTNERS.COM; SR4 PARTNERS (TRANSFORMING YOUTH RECOVERY), 910 W VAN BUREN ST. #605 CHICAGO, IL 60607

To cite this article: Jones, E. K. (2018). Community Colleges: The Next Frontier of Recovery Support at Institutions of Higher Education. *Journal of Recovery Science*, 1(2), c9. <https://doi.org/10.31886/jors.12.2018.27>

To link to this article: <https://doi.org/10.31886/jors.12.2018.27>

### **ABSTRACT**

In 2016, TYR could identify only six community colleges offering recovery support programs and services. Based on this finding, TYR identified a need for pilot programs to better understand programmatic models that may be effective for supporting students in recovery at community colleges. TYR's Bridging the Gap grant program supports these pilot programs and is intended to act as a catalyst for building capacity for recovery support on community college campuses across the U.S. The goal of the program is two-fold; first, to help more 2-year institutions initiate recovery support programs and services and second, to study what programs and services are viewed as helpful and useful to students in recovery so that best practices can be shared as the field develops. This session provided a recap of TYR's 2016 research, observations from Year 1 of the grant program, and a discussion on survey responses on institutional attitudes and student engagement in recovery support on 2-year campuses.

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## **POP-UP: UNIVERSITY AND COMMUNITY COLLABORATIONS TOWARDS ADDRESSING YOUTH SUBSTANCE MISUSE**

SIERRA CASTEDO\*, JULIE MCEL RATH

\*SCASTEDO@AUSTIN.UTEXAS.EDU; THE CENTER FOR STUDENTS IN RECOVERY AT THE UNIVERSITY OF TEXAS AT AUSTIN, 2109 SAN JACINTO BLVD, E8000 BEL 222, AUSTIN, TX 78712

To cite this article: Castedo, S. & McElrath, J. (2018). POP-UP: University and Community Collaborations Towards Addressing Youth Substance Misuse. *Journal of Recovery Science*, 1(2), c10. <https://doi.org/10.31886/jors.12.2018.28>

To link to this article: <https://doi.org/10.31886/jors.12.2018.28>

### **ABSTRACT**

This presentation shares the process and findings of a funded interdisciplinary project involving researchers engaging in the difficult integrative dialogues to incorporate findings from diverse areas of research and practice. This interdisciplinary project, part of the Pop-Up Institute initiative at UT Austin, brought together researchers, community partners, peers, and students for one year to foster the kind of collaborative deconstruction of silos that is essential to the progression of the addiction recovery field. Results, lessons learned, and future directions gleaned from the Pop-Up Institute's year of activities will be discussed during this presentation.

## **ARS ACCREDITATION FRAMEWORK – SCHOOL ORGANIZATION**

JULIE MCEL RATH\*

\*JMCELRATH@UHIGHSCHOOL.ORG; UNIVERSITY HIGH SCHOOL, 2007 UNIVERSITY AVENUE, AUSTIN, TX 78705

To cite this article: McElrath, J. (2018). ARS Accreditation Framework – School Organization. *Journal of Recovery Science*, 1(2), c10. <https://doi.org/10.31886/jors.12.2018.29>

To link to this article: <https://doi.org/10.31886/jors.12.2018.29>

### **ABSTRACT**

This session will guide you through the step by step accreditation standards for running the business side of Recovery High Schools. Learn from the best as you navigate selecting the model, identifying leadership, energizing a Board of Directors, building community partners and much more. 1. Business Planning: How do high schools operate with a revised strategic business plan that provides for a reasonable level of organizational autonomy and is created for longterm survivability and viability, 2. Board of Directors: How does the school have a functional and involved Board of Directors?, 3. School Leadership: How does the school have a recognized and fully trained leader or leaders who operate with a level of autonomy and flexibility within the larger organizational system?, 4. Community Partnerships: How does the school establish collaborative partnerships with local schools, treatment centers, and other community resources to create a coordinated system of support?, 5. Public Relations & Privacy Issues: How does the school have a plan to promote the school and its programs while respecting the privacy and safety of its students and families?, and 6. Program Evaluation: How does the school regularly evaluate the academic and therapeutic programs for continuous program improvement?

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031





## SOCIAL JUSTICE, DIVERSITY & INCLUSION KEYNOTE: ARE WE THERE YET? GENDER EQUITY IN RECOVERY SETTINGS

AMY BOYD AUSTIN\*, BECKY FLOOD, SIERRA CASTEDO, MARIEL HUFNAGEL, EMILY  
EISENHART, MERCEDES AVILA

\*THE UNIVERSITY OF VERMONT

To cite this article: Austin, A. B., Flood, B., Castedo, S., Hufnagel, M., Eisenhart, E., & Avila, M.. (2018). Social Justice, Diversity & Inclusion Keynote: Are We There Yet? Gender Equity in Recovery Settings. *Journal of Recovery Science*, 1(2), c11. <https://doi.org/10.31886/jors.12.2018.30>

To link to this article: <https://doi.org/10.31886/jors.12.2018.30>

### ABSTRACT

Social justice, diversity and inclusion have been the subject of two previous keynotes at the annual ARHE conference. This year we are continuing the tradition of addressing this important topic but will begin addressing different topics within this overarching theme. Gender equity in recovery settings is the first topic we will tackle. Women represent just over 57% of the undergraduate college population in 2015 and are projected to climb to nearly 58.8% of the total college population by 2024. While not nearly as underrepresented as people of color in collegiate recovery programs (CRPs), women do make up a smaller share of CRP participants at 42.8%. While women are just as likely as men to become addicted to substances, they have lower rates of substance use and substance use disorders overall, and experience unique obstacles to treatment. Women of color may face additional obstacles and are at greater risk of being subjected to violence. We invite men, women, and trans-folk alike to join our feminist recovery panel as we delve into issues of equity and inclusion. While some have deemed feminism, "the other "F" word, we will talk about how feminism benefits everyone. We bring an intersectional lens - realizing that no one shows up or experiences life through one aspect of identity. Our panelists will share from research, personal experience, and program data in order to describe how current societal structures inhibit the opportunities for women to get sober and work a program of recovery and the negative impact on men, collegiate recovery programs, higher education, and society as a whole. Considering an individual, group, and institutional framework for feminism, we hope to inspire attendees to challenge themselves to bring a feminist lens to their work to better create equity and access within collegiate recovery.

## FINDINGS FROM TRANSFORMING YOUTH RECOVERY'S 2017 RECOVERY CENSUS

ERIN K. JONES\*

\*ERIN@SR4PARTNERS.COM; SR4 PARTNERS (TRANSFORMING YOUTH RECOVERY), 910 W VAN BUREN ST. #605  
CHICAGO, IL 60607

To cite this article: Jones, E. K. (2018). Findings from Transforming Youth Recovery's 2017 Recovery Census. *Journal of Recovery Science*, 1(2), c11. <https://doi.org/10.31886/jors.12.2018.31>

To link to this article: <https://doi.org/10.31886/jors.12.2018.31>

### ABSTRACT

In 2013, Transforming Youth Recovery (TYR) published the 38 Assets for Building Collegiate Recovery Capacity as a guide for its early stage grant program, Seeds of Hope. In 2014 and 2015, TYR surveyed its network of grantees to further validate the initial findings. In 2017, TYR undertook new efforts to understand the diverse types of support programs and services being offered to students in recovery at institutions of higher education. In late 2017 and early 2018, TYR spent time conducting research to: (1) Validate the assumption that institutions of higher education are offering diverse types of prevention, treatment, and recovery support programs and services for students, (2) Offer an expanded definitional framework for school-based recovery support services in higher education to assist in the classification of these resources for enhanced access by students and their families, and (3) Update census data on collegiate recovery programs and services in the U.S. This session covered the findings of this research, which included responses from 118 unique institutions of higher education to the Collegiate Recovery Census. These findings provide the most comprehensive census the field has to date.

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## **SOCIAL MEDIA: THE MEETING BEFORE THE MEETING**

JARMICHAEL R. HARRIS\*, KRISTINE DE JESUS

\*HARRISJA15@ECU.EDU; CENTER FOR COUNSELING AND STUDENT DEVELOPMENT, 137 UMSTEAD BUILDING  
MAILSTOP 411 EAST CAROLINA UNIVERSITY GREENVILLE, NC 27858

To cite this article: Harris, J. R. & De Jesus, K. (2018). Social Media: The Meeting Before the Meeting. Journal of Recovery Science, 1(2), c12.  
<https://doi.org/10.31886/jors.12.2018.32>

To link to this article: <https://doi.org/10.31886/jors.12.2018.32>

### **ABSTRACT**

Now, more than ever, many students' first contact with your program very well could be from your social media presence. This roundtable will explore helpful communicating tips and tools to bridge the intergenerational gap between staff and students that will help participants engage students and introduce their program to a broader audience.

## **THE NEUROSCIENCE OF HIGH-RISK BEHAVIOR: IMPLICATIONS FOR PREVENTION & TREATMENT IN YOUTH**

CRYSTAL COLLIER\*

\*CRYSTAL@DRCRYSTALCOLLIER.COM; THE HOPE & HEALING CENTER

To cite this article: Collier, C. (2018). The Neuroscience of High-Risk Behavior: Implications for Prevention & Treatment in Youth. Journal of Recovery Science, 1(2), c12. <https://doi.org/10.31886/jors.12.2018.33>

To link to this article: <https://doi.org/10.31886/jors.12.2018.33>

### **ABSTRACT**

The average age of first use of alcohol for teen boys is 11 and 13 for teen girls. The average age of first exposure to pornography is 9. More teens are suffering from depression than any other time in our history due to too much screen time. Cyberbullying peaks in the 6th grade. What is happening in our culture and to our children's neurodevelopment as a result of it? Engaging in high-risk behavior as a teen increases the chance of struggling with addiction as an adult by up to 90% due neurodevelopmental exposure and priming of the mesolimbic reward system. The Neuroscience of High-Risk Behavior elucidates how substances and other risky behavior, such as technology overuse, affect healthy neurodevelopment and how these effects impair adult functioning as well as implications for prevention and treatment. Practical, every-day parenting solutions and clinical techniques will be discussed.

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JOURNAL OF RECOVERY SCIENCE - ISSN: 2638-5031



## **STARTING A SOBER DORM: YEAR ONE CHALLENGES, SUCCESSES AND LESSONS LEARNED**

SIERRA CASTEDO\*, JOHN HARRIS

\*SCASTEDO@AUSTIN.UTEXAS.EDU; THE CENTER FOR STUDENTS IN RECOVERY AT THE UNIVERSITY OF TEXAS AT AUSTIN, 2109 SAN JACINTO BLVD, E8000 BEL 222, AUSTIN, TX 78712

To cite this article: Castedo, S. & Harris, J. (2018). Starting a Sober Dorm: Year One Challenges, Successes and Lessons Learned. *Journal of Recovery Science*, 1(2), c13. <https://doi.org/10.31886/jors.12.2018.36>

To link to this article: <https://doi.org/10.31886/jors.12.2018.36>

### **ABSTRACT**

This presentation is an examination of the pilot year of the Healthy Lifestyles Living Learning Community (HL LLC) substance-free housing option for incoming first year students sponsored by The Center for Students in Recovery at The University of Texas at Austin. Presenters will contextualize the history and unfulfilled need for recovery and sober student housing on the UT Austin campus, and will explore the development and implementation of a sober dorm from inception through the end of year one. Attendees will hear a candid assessment of expectations versus realities across multiple domains, including: the application process; selection of an initial cohort; the design and implementation of programming; the challenges of group cohesion and resident assistant empowerment; budget constraints; overall lessons learned; and considerations moving into year two.

## **WHERE DO WE COME FROM, WHERE ARE WE NOW, AND WHERE ARE WE GOING? THE EVOLUTION OF COLLEGIATE RECOVERY SCIENCE**

ROBERT D. ASHFORD\*, AUSTIN M. BROWN, THOMAS KIMBALL

\*RASHFORD@MAIL.USSCIENCES.EDU; UNIVERSITY OF THE SCIENCES SUBSTANCE USE DISORDERS INSTITUTE, 2111 MELVIN ST PHILADELPHIA PA 19131

To cite this article: Ashford, R. D., Brown, A. M., & Kimball, T. (2018). Where do we come from, where are we now, and where are we going? The Evolution of Collegiate Recovery Science. *Journal of Recovery Science*, 1(2), c13. <https://doi.org/10.31886/jors.12.2018.37>

To link to this article: <https://doi.org/10.31886/jors.12.2018.37>

### **ABSTRACT**

Attendees will be provided with a brief history/timeline of collegiate recovery as a field, through the lens of research (with a focus on the explosive growth in knowledge in the last decade). This initial presentation will be followed by a synopsis of the current state of collegiate recovery science, focusing on recent studies in the field (CRP alumni survey; meta-reviews; and any large impact studies published in the last year up to month of the conference). The session will end with a presentation on the directions for the future, making clear calls that not only does the research need to continue and in what suggested ways, but also serving to inspire students to engage in the process as they are our best hope to continue the work in innovative ways we haven't thought of. The current landscape of collegiate recovery research and recovery science overall. Additionally, attendees will be able to describe future directions for this type of inquiry.

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