

# RECORDING LIBRARY

# ARHE ARS AAPG 2024 Annual Conference



**Hyatt Regency  
La Jolla at Aventine**

3777 La Jolla Village Drive,  
San Diego, CA 92122-1070

15th Annual Collegiate Recovery Conference  
23rd Annual Recovery Schools Conference  
8th Annual Alternative Peer Groups Conference

 [collegiaterecovery.org/2024conference/](https://collegiaterecovery.org/2024conference/)

**#ARHE2024 #ARS2024 #AAPG2024**

## 2024 Annual Conference

# Post-Conference Recording Library

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For the 2024 ARHE/ARS/AAPG annual conference, we hired a professional recording company, SlideSpiel, to increase access to the conference and its content for those unable to travel to the west coast.

Breakout and extended breakout sessions were audio-recorded and set to the PowerPoint presentations. Keynote presentations were video recorded.

The post-conference recording access includes over 76 hours of professionally recorded content AND 15.5 CEUs for only \$150. Please [click here for the CE information](#). Enduring CEs are available until July 22, 2025. Please check the session details to determine if the session is eligible for CEs.

At the presenter's request, two of the keynotes and a handful of breakout sessions were not recorded.

**[Click here to purchase a post-conference recording registration for only \\$150.](#)**

After you've purchased access, you will be send an access key to your email. Use this to log in to the event website [here](#).

Alternatively, please ensure you have downloaded the conference app and log in. (Download the "EventScribe" app, then search for "ARHE/ARS/AAPG Annual Conference"). If you have an Apple device, the sessions that have recordings should already be updated. You will find a "Recording" button along the bottom navigation after you have clicked on a session. If you have an Android device, you may have to "Refresh Schedule" which is located in the hamburger menu at the top right hand corner before you see the recordings.

[CLICK HERE](#) to access the step-by-step access instructions if needed!

*If you enjoy having access to the recorded sessions post-conference, please be sure to let your friends and colleagues know that they can access this conference for just \$150.*

***Think about sharing with social workers and counselors who are looking for CE credits; administrators or decision makers responsible for funding or creating policies that support scholastic recovery; local treatment centers looking to build relationships with student programs; researchers and graduate students looking to fill gaps in knowledge within the profession; student leaders looking to enter the profession upon graduation, and more!***

*An recording library will only be possible next year if we can cover the costs associated with recording the sessions this year through the post-conference library registration tickets.*

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### **The Systematic Evaluation of the Association of Recovery School Annual Report**

**Andy Finch, PhD, Jordan Jurinsky, MEd, PhD**

**Regency AB | 1 CE**

Presenters will review current findings and future directions from the Systematic Evaluation of Associations of Recovery Schools (SEARS) project, which is the first project to seek survey responses all recovery high schools and their students. The presentation will share findings from both school and student-level data, including disparate survey engagement, wide ranging addiction severity and recovery capital, and heterogeneous school design and composition. Presenters will further discuss the implications of current findings and potential future research pathways. Attendees will receive information on updates to on-going data collection and how individual recovery schools can participate.

### **History of Alternative Peer Group Programs...The Development of Enthusiastic Recovery**

**John C. Cates, MA, LCDC**

**Mission Beach | 1 CE**

Alternative Peer Group Programs (APGs) have been shown to be one of the best ways to reach out to youth in both preventative and curative efforts. Spotlighted by the movie, GENERATION FOUND, and coming from 50 years of development and research they are now performing in dozens of communities in the United States. Mr. Cates, one of the earliest of the developers and author of Recovering Our Children, will share the strengths and processes for building and maintaining these in a community.

### **Building Bridges: Realizing Sustained CRP Participation and Momentum with the Power of Allies and Partnerships**

**Corey E. Lamb**

**Regency AB | 1 CE**

Struggling to get your students to show up to anything? Losing students to graduation? Worried about whether you'll have a program next year? At Cardinal Recovery, we try to tell ourselves it's about creating the spaces, not filling them. Still, as many CRP coordinators know, program justification never stops. At Stanford, the solutions to these issues were not immediately obvious. Now, three years in, our program has the momentum to keep itself running even without a single student in recovery present. We achieved this by building bridges with allies, alumni, and partners.

### **Developing a Healthy Therapeutic Community - Rebuild, Revitalize, and Retain**

**Kelly L. Miller, LFMT, Vincent Wiggins, M.A., Savannah L. Kiesel, M.A., ALC, NCC**

**Del Mar | 1 CE**

Research indicates that psychologically safe environments foster therapeutic success. Therefore, our goal is to help other CRPs be able to identify or modify changes they can make to their CRPs to increase psychologically safety in the community. At the University of Alabama, we have created changes that are increasing our engagement and student satisfaction that we would like to share in hopes it will inspire other programs to think of ways they can also improve.

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### **Collegiate Recovery at Historically Black Colleges and Universities: Preliminary Findings**

**Dominique Clemmons-James, PhD, LCMHCS, LCAS, CRC, MAC, CCS, BCB, Aniya De Riggs**

**Regency C | 1 CE**

Despite the small number of Historically Black Colleges and Universities (HBCUs) facilitating collegiate recovery, success at engaging students of color in addiction and recovery support is high. A research study is underway to identify effective components of HBCU CRC/Ps that lead to successful engagement of Black/African American students in addiction and recovery support services. Key themes and components identified so far during data collection will be explored. Attendees are offered an opportunity to explore potential differences in program facilitation and highlights that may lead to engaging more Black/African American students in collegiate recovery. Future research directions will also be discussed.

### **How We Think About Substance Use Matters: Transformative Reflections for Student Support**

**Kimberly Boulden, PhD, Dylan Dunn, Sydney Cheifetz, MPH**

**Torrey Pines Beach | 1 CE**

As reflective practitioners, it's critical to grapple with underlying frameworks that shape our understanding of student identities and experiences. One place where biases often go unchecked is in our approaches to student substance use, addiction, and recovery. This session will engage participants in a survey tool to guide a review of assumptions and beliefs that develop our professional and personal approaches to student drug use. Themes and takeaways will also be shared from implementing this tool with professionals around the country.

### **Ethics and the Collegiate Recovery Professional**

**Jessica Estok, LCDP, CADC, CCTP, MA, Lilly Ettinger, MDIV**

**Pacific Beach | 1 CE**

With the release of Ethical Considerations for the Collegiate Recovery Professional in 2023, this presentation will take a look at understanding and applying ARHE's Ethical Principles to professionals in a collegiate recovery program. This presentation will be discussion based and an opportunity to discuss common ethical dilemmas and ways in which we resolve them. We are in the business of people and need to prioritize our student's well-being.

### **How to Engage Your Board to Support Your School or Program?**

**Rachelle Gardner, LCAC, Jon Shapiro, Janine Shopp**

**Ocean Beach | 1 CE**

Boards are a very important component to a school and the overall school accountability and success. By having a diverse board that offers varying expertise it allows the school to grow. Part of the role of a board is financial oversight, overall academic development and accountability therefore having processes for them to participate in regarding the promotion and building the financial sustainability are crucial.

### **Educational Practices in a Recovery High School**

**Michael F. Durchslag, B.A.; M.A.T., Niesha Conley, M.Ed.**

**Solana Beach | 1 CE**

P.E.A.S.E. Academy is the longest running recovery high school and is accredited through the Association of Recovery Schools. Learn how P.E.A.S.E. Academy met the accreditation standards in the 4th Domain and how they continue to grow to best meet their students academic needs. This presentation will provide emerging schools a framework to create their educational program as well as provide useful ideas to existing schools about best practices.

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### **Enacting a Literacy Pedagogy of Recovery: Connecting Principles of Recovery to Teaching Practices**

**Daniel Moore, PhD**

**Solana Beach | 1 CE**

Exploring ways to incorporate the principles of recovery into curriculum and pedagogical practice is paramount. Doing so marks an effort to provide an equitable, culturally responsive education to youth in recovery. This breakout session invites RHS faculty to engage with a Literacy Pedagogy of Recovery (LPOR; Moore, 2022). A LPOR is a set of pedagogical stances and practices that (1) are explicitly critical of social stigmas of SUDs; (2) seek the assets of people who experience SUDs and who are in recovery; and (3) looks to teaching practices that are based in culturally responsive pedagogies (Gay 2018; 2023). To bring this pedagogy to life, we will collaboratively consider what the culture of recovery looks like, sounds like, and feels like; explicitly draw assets for student learning from recovery culture, and co-design learning strategies that will support students. This is a hands-on learning workshop!

### **Rise Beyond: A Paradigm Shift in Academic and Recovery Education at Rise Inspire Academy**

**Bridget D. Maggard**

**Imperial Beach | 1 CE**

Rise Inspire Academy is committed to providing a safe, supportive, and innovative educational environment that recognizes and addresses the multifaceted needs of students on their journey to recovery and academic success. This presentation will explore the school's unique and comprehensive model for providing dedicated academic and recovery support to students facing challenges with alcohol and drug use. Participants in the presentation will engage in the exploration of a school that goes beyond traditional education, focusing on the complete development of its students through a collaborative approach between academic and recovery programming. This presentation emphasizes that understanding and recognizing the interconnectedness of these aspects in a student's life is an essential component of their high school success. From onboarding and retention support to the quality academic and recovery curriculum, there is a commitment to fostering a positive school culture through the implementation of Restorative Practices and a strong peer-to-peer accountability system.

### **Characteristics of Alternative Peer Groups: Results From a Survey of APG Organizations**

**J. Michael M. Wilkerson, PhD, Sreelatha Akkala, MPH**

**Mission Beach | 1 CE**

Background: Alternative Peer Groups (APGs) are a promising new approach to recovery support for adolescents, incorporating recovery peers and prosocial activities into evidence-based clinical practice. Methods: An online survey was conducted to understand key features integral to an APGs. One person from each APG was invited to complete the survey. Respondents included program directors, CEOs, and recovery coaches from 36 APGs. Results: All respondents perceived staffed adolescent support groups, peer role modeling, supervised social activities, and linkages to psychological services as important/very important (n=21). However, there was a gap in perceived importance and service provision; only 64% of them offer SUD screening, 55% offer mental health screening, Narcan training/distribution, and linkages to recovery high schools, and 41% offer mental health/psychological counseling. Conclusion: There is a need to increase funding for practitioners, conduct additional research to substantiate effectiveness of APGs, and take steps to list APGs into SAMHSA's evidence-based practice directory.

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### **Collegiate Recovery Program Assessment and Evaluation Practices: A Comprehensive Review of Assessment and Evaluation Data Collection, Analysis and Reporting**

**John A. Shiflet, Ph.D. Student, MSW, Lilly Ettinger, MDIV**

**Regency AB | 1 CE**

Collegiate recovery programs (CRPs) play a pivotal role in supporting students in their journey towards recovery from substance use disorders while pursuing higher education. However, ensuring the effectiveness and sustainability of these programs requires ongoing assessment and evaluation. This is a comprehensive plan for assessing and evaluating a collegiate recovery program to enhance its impact and meet the evolving needs of students in recovery, higher education administrator, foundations, and private donors. Effective assessment and evaluation are essential for enhancing the impact and sustainability of collegiate recovery programs. By systematically collecting and analyzing data, engaging stakeholders, and prioritizing continuous improvement, we can ensure that our program meets the diverse needs of students in recovery and empowers them to thrive academically, personally, and professionally.

### **Harm Reduction and Overdose Prevention Education for Students (HOPEs) Project**

**Natasha Mendoza, MSW, PhD, Terra Hamblin, Michael Shafer**

**Regency C | 1 CE**

This workshop, based on the findings of the Harm Reduction & Overdose Prevention Education for Students (HOPEs) Project, will address the critical need for enhanced harm reduction and substance use prevention strategies within community colleges across HHS Region IX. Through a detailed content analysis of 155 college websites, the HOPEs Project uncovered significant gaps in substance use resources, a notable lack of harm reduction content, and a prevalence of stigmatizing language. This session will focus on empowering educators, administrators, and health professionals to critically evaluate existing resources and advocate for reforms. Participants will gain insights into the landscape of substance use prevention efforts, identify challenges in current approaches, and explore avenues for fostering a more supportive educational environment. The ultimate goal is to equip attendees with the knowledge and tools to champion harm reduction initiatives that are both effective and compassionate, ensuring community colleges can better serve their students' needs.

### **Dismantling the Disconnect: Shifting the Paradigm of Multiple Minority Participation in Collegiate Recovery Centers**

**Alexandrea C. Behler**

**Torrey Pines Beach | 1 CE**

Background: Collegiate Recovery Centers (CRCs) have demonstrated benefits to college students in recovery. Yet, CRCs are typically dominated by oppressive and culturally misinformed practices that exclude racial, sexual, and gender minorities. These practices have greatly perpetuated barriers around sustained recovery for multiple minoritized college students. Purpose: This article seeks to substantiate the need for inclusive, anti-oppressive, culturally- and trauma-informed recovery spaces and pathways on a collegiate level. Translation to Practice: Professionals working in collegiate recovery spaces can utilize this knowledge to reduce barriers to participation for diverse college students in recovery.

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### **Descriptive Database of Research in the Field of Collegiate Recovery Programs**

**Zane M. Reese, Vivian Gobler, Sydney Mock, Roxie Richbourg, Daniel Jordana, Annie Marquardt, Adam Singer, LMSW, LAC, AADC, Erik Dolgoff, MEd, MCAP, RCP, Chelsea Shore, PhD**

***Del Mar | 1 CE***

The lack of available evidence on Collegiate Recovery Programs (CRPs) and research focusing on this unique demographic was identified through a scoping literature review conducted by N. Vest et al. (2021) and further updated through google scholar. Dr. Shore and a team of undergraduate-graduate research assistants developed an online database sponsored by the Association of Recovery in Higher Education (ARHE) where recovery-care providers and higher education administrators could access scientific articles focusing on college student recovery to assist in creating and/or advising their own CRPs. At the time of this unveiling, the database includes over 150 articles pertaining to collegiate recovery, college student recovery, and CRP programming. Articles were meticulously analyzed, categorized, and summarized by two sets of reviewers to ensure inter-coder reliability. This presentation will review the database and how it can be accessed, as well as provide a brief summary of article findings from 1972.

### **'I took a semester or two off because it was too much': Lessons from a campus without a collegiate recovery program**

**Mike Broman, PhD, MSW, MBA, Emily Pasman, PhD, MSW**

***Pacific Beach | 1 CE***

Relatively few colleges have programs to support students who are in recovery from substance use disorders. In the absence of such programming, students face numerous barriers to recovery. Students may find it difficult to juggle recovery activities (e.g., mutual aid meetings, substance-free activities) with academics and other priorities. They are also challenged to find adequate support in the recovery-hostile campus environment. This presentation will highlight findings from a qualitative study including students in recovery without access to a collegiate recovery program. Attendees will learn about strategies these students have implemented to overcome barriers to recovery, and how students may be assisted to initiate and maintain their recovery.

### **Student Perseverance: Enhancing the Likelihood Students Remain Enrolled Once They Begin Their Journey as an RHS Student**

**Tony Mann, Co-Founder / Superintendent**

***Imperial Beach | 1 CE***

We know students attending an RHS for 6+ months are more likely to experience abstinence and other school-related success than non-RHS peers after treatment (Finch et al., 2018).

Recent mixed methods research sheds light on student experiences statistically significantly associated with sustained enrollment. You will be introduced to these variables along with two proposed constructs associated with Recovery Capital Adolescent Model (RCAM) first introduced by Hennessy et al. (2019). Questions explored in this session:

- What might increase the likelihood our students remain enrolled?
- What do we know about the experience of students who remain enrolled 6+ months versus those who don't?
- What can we do to increase the likelihood students stay persevere 6+ months?
- What specific practices can teachers, support staff, recovery coaches and administrators consider using that might inspire greater student perseverance through graduation?

Answers to these questions and more explored in this session.

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### **Love Your Liver! What You Need to Know About Hepatitis C**

**Susie Mullens, MS, LPC, ALPS, Licensed Psychologist, AADC-CCS, Kenneth Jordan**

**Regency AB | 1 CE**

HCV Education, Testing, and Treatment Program (Love Your Liver) is a peer navigator/peer support delivered model to address health disparities in Appalachia among PWUD/PWID and those in recovery. The program includes an education component to assist with increasing awareness of HCV to a wide audience. The project has a focus on individuals who are or have been system/justice-involved.

In 2018, 15,713 deaths were reported related to HCV. In West Virginia, the incidence rate of hepatitis C was about 9 times the national average as of 2020.

The PRSS staff with WV Collegiate Recovery Network are cross trained as community health workers. They connect with individuals in the community, on college campuses, treatment/sober living programs, and at probation/parole offices to provide HCV education & offer access to testing & treatment and provide a warm handoff to HCV providers, and follow them through the treatment process. Join us to learn more!

### **Body Acceptance & Self-Love: Helping Students Overcome Conflicts with Their Physical Bodies to Increase Feelings of Self-worth, To Improve Mental Health Outcomes, and Guide Them in Leading Healthier, More Purposeful Lives**

**Allison B. Insunza, MPH, CHES, Angela Conte, RN, M.A.Ed.**

**Regency C | 1 CE**

At CSULB, we have implemented an eight-week series that helps students overcome conflicts with their bodies. Not only have we seen immediate improvements in self-compassion, self-judgement, isolation, mindfulness, and preoccupation with their body image; this impact has been sustained several years later. In this presentation, we will share the results of our program, discuss how to bring a similar program to your students, and sustain positive effects for years to come.

### **A "Choose-Your-Own-Adventure" Approach to Harm Reduction Education: How Allowing Students to Role Play a "Night Out" Effectively Engages Students in Conversations About Substance Use and Harm Reduction**

**Trainor Macrone, Jackie Recktenwald, M.S.Ed.**

**Del Mar | 1 CE**

At the University of Pennsylvania, our SUPER (Substance Use, Prevention, Education, and Recovery) Initiative has introduced a dynamic workshop titled "A SUPER Night Out." This innovative program adopts a "choose-your-own-adventure" format, empowering students to tailor their evening experience to their preferences.

Through this workshop, participants engage in lively discussions around substance use that prompt students to reflect on their substance use and walk away with harm reduction strategies, recovery resources, and an understanding of University policies.

Rooted in a recovery-oriented approach, the workshop is inclusive, welcoming all students regardless of their recovery status or engagement in harm reduction practices. It serves as a platform for students to cultivate valuable skills and knowledge, fostering a supportive environment for personal growth and well-being.

### **Supporting Mental Health in Recovery High Schools**

**Mary SO Ferreri, Gabby Wohlford, Stephanie Behuniak**

**Solana Beach | 1 CE**

It can be challenging to support both substance use and co-occurring disorders in Recovery High Schools. It is important to establish high standards of accountability and proper policies and procedures in order to support each student and their family in a fair manner. At Emerald, we have found ways to balance procedures and a customized experience of support for each student who is enrolled at Emerald.



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### **Collegiate Recovery in an International Context: Challenges and Opportunities**

**Victoria Burns, MSW, PhD, Luke Trainor, MSc, Tabitha Pruden, Chelsie Graham, BSW**

***Torrey Pines Beach | 1 CE***

The collegiate recovery movement has long been established in the United States (U.S.), and has inspired international collegiate recovery programs (CRPs) in Canada and the U.K. The U.S. experience of CRPs has been a rich source of inspiration, research and data in aid of the growth of these international endeavors. However, it is clear the cultural, social, economic and political dimensions of these international programs can differ, often significantly. In recognizing these differences and opportunities for growth, the ARHE recently created an international representative on their board of directors. In this presentation, we will share this experience and learning, presenting on the unique attributes and dimensions of our cohorts and programs as they relate to our international environments and identity. This will include the lived experience of students as well as program leaders and staff.

### **Serving the Whole Student in Recovery through a Campus Culture of Blue Love and a Trauma-informed Success Network**

**Marbeth H. Holmes, LCSW, LCAS, CCTP**

***Pacific Beach | 1 CE***

This presentation will demonstrate how rural Nash Community College strengthened its campus culture of Blue Love; integrated data-informed holistic supports including an on-site full service Student Wellness Center with licensed mental health services, a collegiate recovery program, basic needs helping services with Success Coaching and the creation of a Success Network to improve overall wellness and success for students in recovery; and created multimodal, trauma-informed, resiliency-building strategies to buttress equity and inclusion, connection and belonging among students in recovery.

Additionally, the presentation will explore the intrinsic and unique value of a collegiate recovery program on the community college campus and the challenges faced honoring all pathways in rural North Carolina.

Building upon SAMHSA's Eight Dimension of Wellness model and integrating both of SAMHSA's definitions of Recovery and Harm Reduction, the Nighthawks Collegiate Recovery Program has generated academic success and professional opportunities for students in recovery.

### **Emotional Attachment Behavioral Therapy: An Innovative Approach to Working with Young People in Recovery**

**Douglas B. Smith, Sharon Dursi Martin, MAT**

***Ocean Beach | 1 CE***

Research shows a strong correlation between attachment styles and behavioral health. Assessing and addressing insecure attachment styles as early as possible supports people in recovery to find belonging, connection, and purpose. Emotional Attachment Behavioral Therapy (EABT) is a promising approach to helping people become aware of their attachment styles and empowered to shift their thoughts, feelings, and behaviors so they can stay rooted in recovery and powerfully engaged in the process of change. This presentation will show the connection between insecure attachment styles, substance use and mental health. It will identify the primary objectives of EABT, and its role in increasing positive recovery outcomes. Finally, we will look at a simple way to offer EABT in psychoeducational groups in scholastic recovery spaces. Attendees may also gain some personal insight as they explore what this unique model has to offer.

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### **Empowering Recovery High School Students Through a Circle of Support**

**Meredith Meurer, LPC-S, LCDC, PSS, Sally Nava, RSPS**

**Imperial Beach | 1 CE**

This session focuses on how to create a safe recovery school structure that supports all pathways of recovery, while also helping students apply basic themes of recovery that can be applicable to daily living. Through our 'Showing Up' assessments and 5 pillars of recovery, we achieve an environment that naturally results in less power struggles between staff and students, while also fostering a sense of ownership in individuals and the student milieu. Strategic non-intervention is a helpful lens to be mindful of how we interact with our students and choosing what is worth addressing in the moment and what is worth bringing up at the end of the day. We will review the tools created, give several example of how the tools have worked for us and share feedback from students and staff.

### **Parent-Driven Recovery Tools**

**Anette T. Edens, PhD**

**Mission Beach | 1 CE**

We typically rely on our own experience of being parented to drive what could be our most important life-role, raising a child. This presentation provides an overview of the concepts addressed in Dr. Edens' book, "From Monsters to Miracles: Parent-driven recovery tools that work." Content of the presentation includes misconceptions about adolescent thinking, the development of an entitled attitude, and our own misguided assumptions about parenting. The session will be as interactive as the participants want.

### **Collegiate Recovery Town Hall: Introduction to the Standardized Review for Collegiate Recovery Advancement (SRCRA)**

**Kristina M. Canfield, MEd**

**Regency DEFG | 1.5 CE**

This session will introduce attendees to the new accreditation process for collegiate recovery programs (CRPs). The session will cover the history of how the process was developed, an overview of the process for applying and completing accreditation, a review of the manual and expectations, and an interactive experience with the unique tool designed for accreditation. The session will also address how this process can support the continued growth and sustainability of a CRP and how to leverage what is learned through the various accreditation processes to advocate for their CRP.

### **Supporting Collegiate Recovery Through Student-only IOP on Campus**

**Caroline Sahba, M.Ed., MBA, LPC-S, Danny Andino, Nicholas Overbeck, LPC, LCDC, EMDR Trained**

**Regency C | 1.5 CE**

While traditionally students with needs for higher level of SUD care are referred off campus, this presentation will describe the successes and challenges of collaborating with a third party SUD outpatient treatment facility to host on-campus outpatient groups limited to college students only who are needing more care than what is offered by the University's Counseling Center. Topics shared include how the current program is operated, positive impacts on students' recovery, logistics of mitigating risks for the university and the treatment center, creative solutions for financially supporting students, and other successes and challenges of the partnership.

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### **Virginia Collegiate Recovery Scholars: Healing in a Statewide Hybrid Community**

**Lauren J. de Treville Powell, M.Ed., CPRS, Doctoral Scholar-Practitioner, Danielle Beale, CPRS, Sarah King, CPRS**

**Torrey Pines Beach | 1.5 CE**

The Virginia Collegiate Recovery Scholar Seminar Program began in 2019 and now serves over 90 students across 14 different community colleges and four-year universities in Virginia. Collaborative efforts are changing students' lives by building micro-communities of students in recovery who are showing signs of increased recovery capital and emotional regulation skills. The presenters will share their success stories and the many growth opportunities they have experienced along the way. Through intersectionality theory, brave space models, and harm reduction inclusive practices, the presenters will highlight the benefits of statewide programming that increases recovery readiness and connection between students.

### **Leading with Impact: The Power of Servant Leadership in Putting Others First**

**Amy L. Scott, BS/MBA**

**Del Mar | 1.5 CE**

In this dynamic presentation on servant leadership, attendees will discover the transformative power of shifting focus from oneself to others. Through engaging anecdotes and practical insights, I'll explore how adopting a servant leadership mindset can enhance team dynamics, foster collaboration, and drive organizational success. Attendees will learn strategies for cultivating empathy, building trust, and empowering others to thrive. By embracing the principle that leadership is about serving those we lead, attendees will gain valuable tools to inspire positive change, foster a culture of accountability, and achieve sustainable results. Whether you're a seasoned leader or aspiring to enhance your leadership skills, this session will equip you with actionable techniques to create meaningful impact and cultivate a culture of service within your organization.

### **Anchoring Positive Change while Navigating the C's Through the Adolescent Recovery Journey!**

**Travita Godfrey, DPH, Nakia Francis**

**Ocean Beach | 1.5 CE**

Educators working in adolescent recovery settings often encounter at risk youth who enter with a lack of trust, a lack of guidance, and overwhelming feelings of insecurity due to traumatic experiences. This norm can be positively transformed by engaging in meaningful encounters with these students. These deliberate encounters cultivate resilience and a growth mindset by allowing students the space to embrace challenges, learn from failures, and persist in the face of setbacks. The growth mindset is nurtured by using a restorative approach to emphasize effort, perseverance, and the belief that abilities can be developed through practice and hard work. Positive changes happen when adolescents are taught how to use a restorative process to resolve conflict, make decisions and problem solve.

### **Transformative Habits for Effective Leadership Teams: A Blueprint for Success in Your Recovery Organization**

**Evita Morin, LMSW, Kenny Lange**

**Mission Beach | 1 CE**

Discover the foundational strategies behind our nonprofit peer support program's remarkable tripling in size, offerings, and revenue. This presentation unveils a blueprint for advancing growth and success in recovery service agencies, highlighting our journey of fostering aligned leadership and cultivating a culture of accountability, cohesion, and productivity. We'll delve into practical tools and methodologies that have empowered us to effectively align vision, strategize, and execute with confidence, including organizational road mapping and strategic planning. Our session is a roadmap for agencies aiming to enhance their culture, build trust among stakeholders, and seize new opportunities in the recovery sector.

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**From one beautifully successful school to a statewide network: How Oregon leaders inspired an entire state to begin revolutionizing the way we serve adolescents in recovery**

**Tony Mann, Ann Highet, Sharon Dursi Martin**

**Solana Beach | 1.5 CE**

In 2017, Oregon was ranked 47th in the nation when considering the frequency of adolescent substance use disorder and the availability of services for treatment and recovery support. Oregon Recovery High School Initiative led the way to opening Harmony Academy in the Fall of 2019 as a public charter school. In the years that followed, Harmony graduated class after class of adolescents in recovery, and the Oregon Secretary of State even spoke at the 2021 commencement. From there, Oregon Recovery High School Initiative leveraged influence across sectors, resulting in the Oregon Legislature approving House Bill 2767 in 2023. The law provides for a statewide governance and funding structure to ensure recovery high school access for students located geographically across the state. We believe this work can be a model for other states. We are grateful for our journey and eager to share our experience, strength and hope with conference attendees.

**Findings from a National Survey of Collegiate Recovery Program Directors**

**Noel Vest, PhD**

**Regency AB | 1 CE**

This research project delves into the critical role of program directors within Collegiate Recovery Programs (CRPs) across the United States. The project recruited 70 program directors in 32 states across the US. Employing a mixed methods approach we focused on the characteristics, challenges, and successes of these directors. Through surveys and open-ended questions, the research explores the diverse strategies employed by program directors to support students in recovery on college campuses. Key areas of investigation include program development, resource allocation, harm reduction, and collaboration with academic institutions. By comprehensively examining the experiences and perspectives of program directors, this research aims to inform best practices, challenges, and opportunities for improvement within CRPs. The insights gained from this presentation hold the potential to enhance the efficacy of collegiate recovery support systems and contribute to the broader landscape of addiction recovery in educational settings.

**Integrating Tobacco Policy, Prevention, and Cessation into Higher Education Collegiate Recovery Programs to Advance Recovery-Readiness**

**Ginny Chadwick, MPH, MA, Jennifer Cofer, DrPH, MPH, CHES**

**Del Mar | 1 CE**

The collegiate time-period is the most common time when those who have tried tobacco transition to daily users. Tobacco use increases the urge to use and can trigger relapse of other substances. When considering collegiate recovery, tobacco cessation is a significant predictor of the likelihood of long-term abstinence. Stopping tobacco use is also associated with significant reductions in depression, anxiety, and stress. The Eliminate Tobacco Use Initiative (ETU) is a national program that works to support college campuses on tobacco policy, prevention, and cessation. This session will allow attendees to hear from those with experience assisting campuses in the tobacco control space, engaging in discussion on successes and lessons learned, and ways that tobacco cessation can be incorporated into existing collegiate recovery programs. Audience will consider what challenges may be encountered in incorporating services into their existing recovery programs and the benefits of tobacco cessation in recovery readiness for students.

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### **Service-related Question – Can You Tell Your Story?**

**Blake Schneider, MA, Jessica McDaniel, MA**

**Torrey Pines Beach | 1 CE**

As collegiate recovery programs continue to emerge and grow, they require greater resources to support their development. Yet, fundraising and resource development are frequently challenges for CRP professionals. Many efforts have been made to help people in recovery tell their stories, but CRP professionals must learn to tell the story of their programs. In this session, attendees will learn how to use their CRP's unique story in order to leverage a variety of resources, including money, volunteers, space, collaborators, and various stakeholders as a means to creating a sustainable and wide-reaching CRP.

### **Family: A Paradox of Protective and Risk Factors Harmonized Through 12-step Recovery**

**Declan P. Murphy, BA MA MA Doctoral student**

**Pacific Beach | 1 CE**

Research shows that family systems act as both risk and protective factors in the addiction and recovery process, therefore being paradoxical in nature. The aim of the study was to explore the role of family dynamics on CRP students' addiction and recovery journey and assess how 12-step recovery improved individual and family outcomes. Participants (N=7) were interviewed, and transcripts analyzed using grounded theory methods. Risk and protective factors were found within the results, risk factors identified were lack of family connection and family conflict, while protective factors included economic and emotional support. Crucially further protective factors were acquired through 12 step recovery that improved the family system including the ability to set and respect boundaries, self-awareness and relationship with a higher power and peers. This study provides evidence of specific skills acquired and applied in personal and family contexts and demonstrates the importance of developing relationship skills in addiction recovery.

### **CravAlert: Next-Gen Solutions Redefining Recovery with Wearable Technology and Peer Empowerment**

**Jostin D. Holmes, MA, C-MHC, C-TIC, Rachel Thanxton, MA, Raj Masih, MD, MPH, FRSPH, FICA, ICPS**

**Solana Beach | 1 CE**

Exploring the complexities of substance use disorders become imperative, particularly within the demographic of individuals aged 25 and under, where distinctive obstacles exist in dealing with addiction and pain. This presentation introduces a groundbreaking study investigating the viability and impact of wearable technology coupled with real-time interventions to notably enhance recovery outcomes for this specific age group. By harnessing the benefits of wearable devices, remote monitoring, and tailored peer recovery support, our study seeks to empower young adults in discreetly managing cravings and pain. The seamless integration of technology into their daily routines offers a pragmatic and inconspicuous solution, providing insights and timely interventions without disruption. We underscore the significance of evaluating feasibility and effectiveness, emphasizing engagement and adherence among young adults. The discoveries hold promise for transforming approaches to addiction and pain management for young adults, influencing forthcoming interventions and support systems to ensure optimal care and outcomes.

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### **Turning the Tide on Overdose: Updates to US Opioid Overdose Response and Campus Prevention**

**Kimberly Boulden, PhD, Dylan Dunn, Sydney Cheifetz, MPH**

**Imperial Beach | 1 CE**

Higher education's relationship with the opioid overdose crisis is complex and individual campus approaches vary widely. Some campuses model overdose response for their communities, other campuses stand firm in distancing themselves from risky student substance use. Either way, we all struggle with the same problem - once we come to conclusions, the landscape of risk and resources shifts beneath our feet at an increasing pace. In this session presenters will share key updates and resources to help navigate the overdose crisis throughout 2024.

### **ARS Closing Session: Salvaging a Teenage Wasteland: The Origin of Recovery High Schools**

**Andy Finch, PhD**

**Ocean Beach | 1 CE**

This book provides the first book-length account of the RHS movement from its beginnings in alternative schools of the 1970s that overlapped with the first adolescent treatment programs. This work explores the development of programs in South Carolina, Texas, Maryland, and Minnesota, which served as roots for later growth. The author interviewed dozens of pioneers, including administrators, teachers, and students, and reviewed hundreds of artifacts to trace the creation and expansion of RHSs. The emerging story connected to some of the major events of the times, from the counterculture movement of the 1960s, to the Drug War and advent of adolescent treatment in the 1970s, to the anti-drug campaigns of the 1980s. Cultural touchstones such as Woodstock, school desegregation, drug raids, and fear of cults and teenage drug use figured prominently in the creation of recovery high schools, all in an effort to create sober school spaces for teenagers.

### **Establishing Ethical Practices in Alternative Peer Groups**

**Heidi Cloutier, MSW**

**Mission Beach | 1 CE**

Working with youth is often fraught with ethical dilemmas. Managing conflicts of interests, issues related to conduct and privacy in working with youth, and not exceeding competence areas are just a few challenges that alternative peer groups must address. APG facilitators must develop trusting relationships with youth, understand their limits and maintain boundaries to ensure successful programs. Program effectiveness is dependent upon training, supervision and problem solving using the code of ethics. This session will explore common ethical dilemmas, a framework for addressing ethical considerations and facilitate a discussion about ethical concerns.

### **The ARHE SRCRA Pilot: What We Learned About Accreditation in Collegiate Recovery**

**Yahya Alnashri, MD, MPH, DrPH candidate, Kristina M. Canfield, MEd, Mack Park**

**Regency AB | 1 CE**

In August 2023, the Association of Recovery in Higher Education (ARHE) launched a pilot study for the proposed accreditation process: the Standardized Review for Collegiate Recovery Advancement (SRCRA). A research team was included in the project to study the process and outcomes of this pilot in order to best inform the development of the accreditation process for collegiate recovery programs. This session, led by the lead researcher, Dr. Yahya Alnashri, will share with attendees the design and outcomes of this pilot study and how the findings informed the ARHE team in the final revisions to SRCRA.

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### **Assessing the Effectiveness and Impact of a Recovery Support Clubhouse Program for Youth**

**Ahmad Ahnaf Amin**

**Regency C | 1 CE**

This research abstract explores the intricate relationship between the length of stay in a youth-based recovery support clubhouse program and the corresponding changes in the Child and Adolescent Needs and Strength (CANS) assessment. Utilizing a robust regression model, the study aims to uncover insights into how the duration of participation influences the evolving severity of substance use for youth engaged in the program. Multiple explanatory variables such as frequency of attendance, and youth's core strengths will also be used in the analysis. By examining these correlations, the research seeks to contribute valuable empirical evidence to the understanding of program effectiveness-how the program works and for whom?

### **Beyond Recovery: Nurturing Student Leadership in Collegiate Programs for Lasting Impact**

**CJ Bugna, Christina Reardon-Harrah, Trinity A. Mustico, Brian Newsome, Logan R. Nance**

**Del Mar | 1 CE**

The students at the University of North Carolina Greensboro's Spartan Recovery Program will discuss the importance of elevating student voices and leadership as collegiate recovery programs continue to evolve. They will talk about the history of CRP's, important components of their premier collegiate recovery program and ways to involve students to take the lead in building and developing their programs on campus. It is important for people with lived experience and the impacted community to have a voice in how their program serves them. When given support and opportunity, students can rise to assess and meet the needs of their community and program.

### **Predict and Prevent: A Closer Look at the West Virginia overdose Prediction Model**

**Jostin D. Holmes, MA, C-MHC, C-TIC, Rachel Thanxton, MA, Raj Masih, MD, MPH, FRSPH, FICA, ICPS**

**Pacific Beach | 1 CE**

"In 2020, the West Virginia Office of Drug Control Policy (ODCP) pinpointed eight counties, accounting for 60% of the state's overdose burden, as Action Counties. By 2021, ODCP Regional Coordinators were strategically deployed to target these areas. In 2022, two ODCP Regional Coordinators in the Eastern Panhandle developed a regression analysis model to prevent overdoses, now expanding across all eight action counties. This model introduces a vital time window before spike alerts, enabling the creation of targeted outreach plans at the community level.

This scope has expanded to collegiate recovery programs throughout the state. Supporting prevention and outreach programming. The model now facilitates the distribution of Naloxone by overdose survivors and individuals with lived experiences. Peer Recovery Support Specialists (PRSS) teams offer telehealth linkage to Medication-Assisted Treatment (MAT), while digital messaging through geofencing disseminates information on harm reduction and overdose prevention in identified 'hot spot' communities on college campuses."

### **Bridging the Gap Towards Secondary Enrollment and Collegiate Recovery**

**Ricky Hill, RSPS**

**Imperial Beach | 1 CE**

In a day and age, where developing adolescent recovery is already difficult, implementing collegiate recovery adds another difficult step. Now more than ever, youth in recovery are expressing desires to receive a higher education, but may or may not have limited resources in regards to secondary recovery. A college lifestyle is not conducive to one's recovery, but if given the resources and safe environment, it can make the journey manageable.

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### **Creating Collegiate Recovery UK: Building the future of CRPs for a UK audience**

**Dot Smith, CEO, Simon George Trelfa, Declan P. Murphy, BA MA MA Doctoral student**

***Solana Beach | 1 CE***

From October '23 to May '24, a group of Collegiate Recovery academics from North America and the UK developed a new platform for hosting CRP knowledge, expertise and advice for a UK audience. Creating a set of guidelines, in the form of a free-to-access toolkit, an extensive knowledge hub of information based on the Texas Tech Curriculum, and content library, the platform will be launched this summer. This presentation will look at the status of Collegiate Recovery in the UK, and the different trends in substance and alcohol consumption within UK higher education. These key findings highlight where this new platform fits in and why it's so important to the future and advancement of recovery within UK higher education. The presentation will be led by leads of the project, including figures with a long history of promoting Collegiate Recovery growth in the United Kingdom.

### **Meeting the Diverse Need: Multiple Pathways of Recovery**

**Sydney Cheifetz, MPH, Dylan Dunn, Kimberly Boulden, PhD**

***Regency C | 1.5 CE***

While 2.5% of university students identify as in recovery, no two recovery journeys will look the same. With an increasingly diverse student population, comes the need for diverse recovery and healing support. This session will review both commonly used and less commonly utilized modalities for recovery on college campuses. We'll examine the current collegiate recovery support landscape and explore options universities can adopt to create more diverse and equitable recovery opportunities, such as spiritual recovery pathways, abstinence focused pathways, reduced use pathways, and others. Practitioners will leave this session with tangible ways they can support their diverse student population in or exploring recovery, while maintaining and strengthening existing support.

### **Preliminary Results from a Collegiate Recovery Family Needs Assessment**

**Leah Pylate, Marlon Boyd, Blake Schneider, MA, Kelly L. Miller, LFMT, Bret Frazier, Colton Watson, Emma Bryant**

***Torrey Pines Beach | 1.5 CE***

The presentation will include the report of data captured by family members and students in recovery. The following institutions participated in the survey collection, including Georgia Southern University, Kennesaw State University, Mississippi State University, and the University of Alabama. The project was approved by the Mississippi State University IRB as exempt under Protocol ID: IRB-21-523. Recovery support for families and students in recovery from alcohol, other drugs, and other behaviors continues. The presenters will share the findings of the family assessment data. Generally, the information and services are needed by the family, supported by students, and are perceived to be utilized should the services be available.



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### **Growing the Collegiate Recovery Movement in Community Colleges: Listening, Adapting, and Building Capital**

**Eric S. Klein, LSW, MSS, Ph.D Candidate**

***Pacific Beach | 1.5 CE***

The community college was designed to be an open-enrollment, accessible institution which grew productivity neighborhood by neighborhood, while providing direct service to the “public good” specifically defined by an individual community’s needs. One such population that can benefit from this framework is people in recovery from substance use disorder yet, community colleges are only slowly beginning to implement collegiate recovery programs to support their recovery and intersectional needs. Community colleges are often part of a personalized recovery plan when a person desires a degree or certificate to further their life’s goals. Plus, this pathway may be the most feasible option, at first, for myriad reasons. This session will present a potential template for the creation of recovery supports at the community college level with suggestions on how to engage stakeholders in the faculty/staff/board of the college or state system, workforce development partners, and students who deserve equitable access and support.

### **What's in a Story: Efficacy of Narrative Therapy in Treating Black Youth with Substance Use and Behavioral Disorders**

**Rommel Johnson, PhD, LPC, CAADC, CRC, NCC**

***Solana Beach | 1.5 CE***

Narrative approaches to counseling have been well established in the profession, but very little research has demonstrated its suitability with the Black experience in America. Specifically, storytelling has historical significance for Black culture, having been used historically as a form of shared and individual emotional healing. From the use of Negro Spirituals, folklores, and myths to cope with and challenge the forced narrative of slavery to the liberating orations of Dr. Martin Luther King, and the demands of the Black Lives Matter and “Me too” movements, storytelling in the Black community has served the purposes of healing and taking control of the narrative. Therefore, this presentation will discuss how counselors working with Black youth with problematic substance use, SUDs or behavioral addictions, can effectively use Narrative therapy to address their problematic substance use or SUDs.

### **Family Recovery Program Structure & Strategies**

**Anette T. Edens, PhD**

***Imperial Beach | 1.5 CE***

The family member returning from treatment for substance misuse is often disappointed to find that while they have done their work, the family has not changed. Family commitments to their own recoveries (from their own substance misuse, codependent behaviors, or other compulsive coping styles), are primary determinants of success for the returning person. Family education and recovery weekends typically do not generalize to home and cannot create the intensity or consistency needed for behavior change. The inclusion of a parallel parent/family program in an Alternative Peer Group program improves the successful integration of a person into the recovery world and healing the family. Engaging and keeping family members involved is difficult, and the staff of APG’s find it stressful and frustrating to address the family’s resistance to their own change. This presentation addresses the pitfalls and successful strategies used to engage family members in long-term recovery programs of their own.

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### **We Are Here; Addressing Barriers to Advance Recovery & Improve Readiness**

**Heidi Cloutier, MSW**

**Mission Beach | 1.5 CE**

According to the 2019 Youth Risk Behavior Survey, youth who identify as part of a marginalized population experience a greater need for behavioral health services yet access behavioral health services less than the general population. Additionally, organizational & provider implicit biases negatively impact the quality of services among those in underserved communities. Bias's, lack of a diverse workforce, cultural stigma, lack of quality services, and other barriers impact service access. Culture is important in mental health & substance abuse treatment & supports because one's experiences of culture precede & influence how, where, & whether they will seek help. Efforts that encourage reduction in stigma & equitable access of mental health and substance use supports improve systems, organizations, and individuals' ability to work effectively to serve diverse populations.

### **The Interaction Between Eating Disorders and Substance Use Disorders with Special Considerations for Race and Gender**

**Leah Young, LCPC**

**Regency DEFG | 1.5 CE**

Because they often occur together we have learned that treating eating disorders and substance use disorders separately does not typically lead to sustained recovery. Gain a more thorough understanding of these disorders, how they interact, and how effectively identifying and treating them is imperative while addressing special considerations for race and gender by exploring systemic and individual factors that increase the vulnerability to substance use disorders and eating disorders.

### **SRCRA Pilot: Participant Experiences & the Value of Accreditation**

**Bruce Reed, PhD, CRC, LCDC, Waltrina DeFrantz-Dufor, PhD, Jessica Estok, LCDP, CADC, CCTP, MA, Michael Vela, LCSW-S, LCDC, Jessica McDaniel, MA, Lindsay Garcia, MFA, PhD**

**Regency AB | 1 CE**

In August 2023, the Association of Recovery in Higher Education (ARHE) launched a pilot study for the proposed accreditation process: the Standardized Review for Collegiate Recovery Advancement (SRCRA). 10 schools completed the pilot program and 12 reviewers engaged schools in the external review process. This session engages both collegiate recovery staff from those 10 schools as well as members of the review team in a discussion about their experiences throughout the pilot and explores the outcome of the pilot study as it relates to the value of accreditation as an advocacy tool for CRPs.

### **Why and How to Measure in Support of Your Program**

**James E. Lange, Ph.D.**

**Solana Beach | 1 CE**

By matching the goal of obtaining data with the particular methods and measurement tools, those working to improve programs and systems may more quickly assess the needs and effectiveness of change-ideas. This presentation will explore both common and newly developing approaches and grounded in the science of improvement. The Well-being Improvement Survey for Higher Education Settings (WISHES) will serve as a prime example of how campuses are learning to iterate change ideas and more quickly assess utility.

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### **Recovery is Complicated”: A Qualitative Exploration of Canadian University Students’ Diverse Recovery Experiences**

**Victoria Burns, MSW, PhD, Karli Coombes**

**Del Mar | 1 CE**

While the field of recovery science has burgeoned over the past two decades, little research has considered the experiences of university students in recovery from addiction, particularly in Canada. Addressing this gap, using a recovery capital framework, 16 qualitative interviews were conducted to explore students’ meanings, experiences, and barriers/facilitators to recovery from problematic substance use and/or behaviors. Reflexive thematic analysis revealed three main themes: 1. multiple recovery pathways and identities; 2. stigma and disclosure; and 3. proximity to campus community and resources. Recommendations to create more recovery-friendly campuses are provided.

### **Building Capacity to Combat Stigma: Integrating Collegiate Recovery with Student Counseling Services**

**Kit Emslie, Leslie DeVore**

**Regency C | 1 CE**

Having a Collegiate Recovery Community housed within Student Counseling Services creates unique opportunities to connect recovery services with broader mental health programming on campus. At the University of Alabama at Birmingham, these programs are supported by a team of AmeriCorps members, appointed as part of a statewide opioid use prevention initiative. Through co-created programming which tackles the stigma around mental health concerns and substance use, this team engages in regular campus and community outreach. This presentation highlights the value of a collaborative approach to student health and wellbeing, addressing points of concern on a continuum from “upstream” (mental health advocacy) to “downstream” (substance use and recovery). We present these programs for collegiate recovery professionals to adapt for their own institutional settings, and discuss the logistics of expanding recovery services through a variety of campus connections.

### **Roles of Allies in Collegiate Recovery Programs – Exploring Participation as a Social and Structural Determinant of Health**

**Josephine Appiah, PhD, MPH**

**Torrey Pines Beach | 1 CE**

Culturally diverse college students often have high rates of addictive disorders yet tend to have lower rates of treatment participation and completion. Much of this is due to the lack of culturally relevant practices. Recovery allies are becoming more prevalent as a collegiate recovery program staple. Recovery allies provide support during the recovering individual’s behavior change to reinforce treatment navigation and support harm reduction approaches (Leonard et al, 2021). During a comparison of Historically Black Colleges/ Universities (HBCUs) and Predominantly White Universities (PWIs) a mixed-methods approach was used to determine similarities and differences among structural and programmatic methods across universities. An exemplary university, an HBCU, documented the widespread presence of allies which contributed to overall satisfaction with recovery programs and lessened stigma across the campus community. In the future, these findings will help further inform the development of culturally appropriate and competent services for Collegiate Recovery Programs.

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### **A Little Play Goes a Long Way! Five Principles of Facilitating Fun, Inclusive, and Dynamic Groups for Any Setting**

**Meghann Perry, CARC, RCPF, B.S., Theatre Education**

**Pacific Beach | 1 CE**

This session will help you learn to tap into creative energy and playfulness and implement five essential facilitation principles for safe and inclusive groups in this interactive workshop. Through exercises based in theatre, storytelling, and recovery coaching, participants gain an understanding of the role of embodiment and playfulness in achieving goals with groups, along with insight into several facilitation concepts that foster inclusion and centering group member voices: Culture, Boundaries, Attunement, Regulation and Play. Originally created for residential SUD treatment settings for 13-26-year-olds, the Embodied Storytelling curriculum will be used to introduce these concepts for both new and seasoned facilitators. Participants leave with three new games to implement in any setting and a new awareness of the essential ingredients that ensure groups are safe, inclusive, and meet the needs of their group members. Facilitate more impactful student and peer groups with these dynamic, fun, and educational techniques!

### **Building Healthy Relationships**

**Mary Kate Brown, PSS, MHPS, RSPS, LPN-TR**

**Mission Beach | 1 CE**

It is well known that healthy relationships are a key component in the development of youth and young adults. So, what does it mean to have a healthy relationship on a peer to peer level? In this training we are going to dive into the 5 components of healthy relationships. We will see where we all stand in terms of strengths with the 5 components and see where we can improve. You will also leave with several activities that are geared to improve specific components with the people we serve.

### **Leadership Styles & Challenges**

**Bruce Reed, PhD, CRC, LCDC**

**Regency AB | 1 CE**

All organizations and enterprises need effective leadership and management to accomplish their goals. How this is done can vary greatly. Some leaders lead by use of their authority, others by example, and still others by building consensus. Leadership is situational - meaning that the needs of leadership can depend upon the situation - for example, the ideal leadership skills and style at a time of crisis is very different than skills needed to implement long-term strategies for growth. This presentation will provide the audience with information on organizational factors such as the role of mission, vision, and values, leadership models and styles, common leadership traits, and critical leadership tasks.

### **Empowering Our Recovery: The Impact of Certified Peers on Collegiate Recovery**

**K Williams, Brigid Sieke, Hunter Ernstberger, Rutgers Recovery House**

**Pacific Beach | 1 CE**

We aim to demonstrate the community significance of incorporating a Certified Peer Recovery Specialist into Collegiate Recovery Communities. Our presentation will involve assessing the process of becoming certified as a peer recovery specialist at both state and national levels. Additionally, we'll explore strategies for securing funding to support a certified peer recovery specialist. Personal narratives will be shared to illustrate how CRPS has played a pivotal role in individual recovery journeys. Furthermore, we will analyze and compare the roles of CPRS and clinical staff to highlight their distinctive features.

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### **Hollywood Helps Heal: Leveraging the Power of Movies to Help Teens & Young Adults Avoid or Recover from Alcohol/Substance Use Challenges**

**Ted Perkins, MA**

**Del Mar | 1 CE**

RECOVERY MOVIE MEET-UPS is a program rapidly being introduced in treatment facilities and recovery community organizations across the country that uses films about addiction and recovery as jumping off points for substantive discussions about the risks of addiction. Its therapeutic benefits are well documented in adults who already have alcohol or substance use problems and are seeking treatment. The program has now been adapted for use with teens and young adults at a stage when possible addictive problems can be avoided or mitigated. With its TEEN & YOUNG ADULT MOVIE GUIDE TO SUCCESSFUL SOBRIETY workbook as a guide, individuals can turn the simple and routine act of watching movies for entertainment—something they do all the time anyway—into a way to look at alcohol and drug use in a radical new light, free of scare tactics or stigma.

### **What's Your Number? Revisiting the Remission Index**

**Angela O'Malley, M.S., RADT-II, Jack Shain, CADC-II**

**Torrey Pines Beach | 1 CE**

Imagine centering self-determination, recovery literacy, and community building within a free, easy-to-use tool that conceptualizes any individual's predicament and places them in collaborative control of their wellness priorities.

This tool must flexibly integrate within existing abstinence-based systems and harm reduction frames yet be equally useful for stand-alone contemplators with no intention of long-term abstinence or behavior modification. A tool that provides a snapshot "number" that characterizes a persons' current recovery status, allowing them to conjure their predicament, prioritize urgencies and responses, and signal their communities. For novices and clinicians alike, a tool that:

- Broadens access to Early Intervention, Prevention, Psychoeducation, Harm Reduction approaches and clarifies recovery capital, regardless of socio-cultural, economic, or geographic location.
- Emphasizes personal agency, acknowledges complex environments, embraces peer-to-peer frames, is inclusive of family/significant others, enhances treatment engagement, propels continuum of care planning, telehealth-ready, research based, quickly measured for accuracy and modified by the user.

### **Keeping the Alternative Peer Group Healthy: Hard-won lessons from APG leaders**

**Anette T. Edens, PhD**

**Mission Beach | 1 CE**

The APG is a family-centered recovery support model that originated in 1971 and has been transforming with advances in treatment and professional improvements through the years. The goal of the APG is to improve the individual's ability to maintain a healthy lifestyle in recovery. The cultural norms in the group include experiencing recovery in a fun social environment, feeling unconditionally accepted, authenticity in relationships, giving and receiving accountability in a loving and supportive way, and taking personal responsibility to live a life in integrity. Any or all of these norms can become out of balance and potentially damage the group. The ability to detect group malfunction and redirect it towards a healthy balance is critical to the sustainability of the group. Staff leaders from 7 cities in 5 states were interviewed and their responses are described in this publication.

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### **Advocacy Into Action**

**Kristina M. Canfield, MEd, Susie Mullens, MS, LPC, ALPS, Licensed Psychologist, AADC-CCS, Allison Smith, PhD, Eric S. Klein, LSW, MSS, Ph.D Candidate, Dot Smith, CEO, Victoria Burns, MSW, PhD, Dan Loffredo, MDiv, FRC**

**Regency DEFG | 0 CEs**

The closing keynote for this year's conference serves as a bookend session to the opening keynote: Unveiling State and Federal Systems. What are the strategies for taking all that is learned this week and turning it into tangible action steps to enhance your program and the collegiate recovery profession? This session brings together advocates from the US, Canada, and the UK representing various advocacy projects at the State/Provincial/Regional/National levels as well as 4-year and 2-year institutions that are already demonstrating success in the expansion of collegiate recovery.

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**NOT RECORDED**

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**ARS Welcome Session and Member Meeting | *Regency AB***  
**AAPG Welcome Session and Member Meeting | *Mission Beach***  
**ARHE Member's Meeting | *Regency DEFG***

**ARHE Regional Meet-Ups - International Region | *Imperial Beach***  
**ARHE Regional Meet-Ups - Mid-Atlantic Region | *Solana Beach***  
**ARHE Regional Meet-Ups - Midwest Region | *Ocean Beach***  
**ARHE Regional Meet-Ups - Mountain Region | *Torrey Pines Beach***  
**ARHE Regional Meet-Ups - Northeast Region | *Del Mar***  
**ARHE Regional Meet-Ups - Pacific Region | *Regency DEFG***  
**ARHE Regional Meet-Ups - Southeast Region | *Regency C***  
**ARHE Regional Meet-Ups - Southwest Region | *Pacific Beach***

**APG Start-up Strategies – Where to Begin**

**Josh Azevedo, LISAC, ICADC**

***Mission Beach | 1 CE***

This workshop will cover the basics of forming an APG: How to pick a starting point, create a parent support group, develop community support and lay groundwork for a successful teen APG.

**Unveiling Federal and State Systems**

**Kristen K. Harper, M.Ed., Rachele Gardner, LCAC, Susie Mullens, MS, LPC, ALPS, Licensed Psychologist, AADC-CCS, Allison Smith, Ph.D., Morgan Thompson, MSW, David M. Awadalla, MSW, BSHP**

***Regency DEFG | 1.5 CE***

We get it-- navigating government is complicated. The Substance Abuse and Mental Health Services Administration (SAMHSA) has a myriad of resources designed to support and advance recovery from mental health and/or substance use, both interpersonally for students and youth and professionals in education. States have also begun to fund recovery supports in a variety of settings by leveraging various mechanisms, but there are only a small handful of scholastic programs accessing these resources. During this session, a representative(s) from SAMHSA's Office of Recovery, along with recovery high school and collegiate recovery leaders will walk participants through a few examples of State and/or federally funded innovative programs and initiatives that will assist with the field embracing, "The Future of Scholastic Recovery," and help to, "Advance Recovery-Readiness." Panelists will engage in a discussion-style presentation that delves into various training, technical assistance, and funding-related resources that can help advance recovery in scholastic settings.

**Syndemic Approaches Listening Session**

**The Peer Recovery Center of Excellence (PRCoE)**

**Regency C**

The Collaborative Center to Advance Health Services, located at the University of Missouri Kansas City, invites individuals who provide health and social services, representatives from community-based organizations, and individuals with lived and living experience to attend a 1.5-hour listening session on syndemic approaches. A syndemic occurs when two or more diseases, such as HIV, sexually transmitted infections, viral hepatitis, or substance use/mental health challenges, cluster and interact due to social and structural determinants of health, resulting in an increased disease burden. Our goal is to foster a timely and vital dialogue among professionals to garner your unique and important perspectives and contributions. The primary focus is a discussion on sharing successes, noting challenges, and identifying essential collaborations for syndemic approaches. This collaborative effort is crucial for addressing and resolving the clustering of social and health problems at the population level.



## **THE WHITE COLONIAL SAVIOR COMPLEX: MOVING SCHOLASTIC RECOVERY BEYOND THE CRP**

**Dharmakrishna L. Mirza, BS, MA**

*\*Speaker unable to attend; may be recorded and added later*

**Regency AB | 1.5 CE**

We'll start the session by exploring some of the data that's out there. That helps to substantiate the lack of inclusive spaces for BIPOC, LGBTQ+, and other marginalized student health populations in collegiate recovery. We will then explore different kinds of feminist, anti colonial and anti racist critiques of mainstream recovery systems, mainstream health systems, Higher Ed spaces and then collegiate recovery spaces. We will also look at advocacy that has pointed to the need for expanding our notion of collegiate recovery to include community based or culturally based locations or other kinds of community partners that could be more suitable fits for providing culturally specific and/or linguistically appropriate services to diverse student populations. This presentation will help Folks to better understand the ways that White supremacy as heteropatriarchy and settler colonialism are embedded into the design of our CRP systems and the ways that this design disallows for alternatives to be sought out or constructively empowered by our agencies.

## **All Bets Are Off: Our Role in Addressing Collegiate Problem Gambling**

**Cindy Clouner, MPH, LSW, OCPS, Jim Lange, PhD, Dolores Cimini, PhD, Jaclyn Webber, MA, LGPC**

**Pacific Beach | 1.5 CE**

The explosion of online sports betting has led to an increase in problematic gambling behavior on campus. While 6% of college students have a gambling disorder, few campuses collect data on this issue or incorporate gambling-focused initiatives into their portfolio of services. This session will explore the current trends in collegiate gambling behaviors, identify existing resources across the continuum of care, and discover strategies to integrate problem gambling work into existing efforts on campus.

## **Accreditation 201: Aligning Policy into Practice**

**Starre Helm**

**Imperial Beach | 1.5 CE**

Becoming an Association of Recovery Schools (ARS) accredited recovery high school is not just about meeting data metrics and perfection. It's about creating educational environments with recovery ready resources that can provide students with enough challenge and support along their recovery journey. We at Harmony Academy, Oregon's first recovery high school, have completed the accreditation process and aim to provide such supports for students' recovery. Harmony's internal accreditation team will share promising practices, lessons learned, and resources to make the accreditation process adaptable to your program and students' needs.

## **Walking With Warriors - How to Serve Military Veterans Seeking a Pathway of Recovery Enrolled in Higher Education**

**Brian Sims, CRPS-V, VSR, CEI**

*\*Speaker unable to attend; may be recorded and added later*

**Ocean Beach | 0 CEs**

## **Adolescent Social Functions: Value, Planning, and Implementation.**

**Josh Azevedo, LISAC, ICADC**

**Mission Beach | 1 CE**

Integrating fun social functions into the culture of an APG helps to foster connection with positive peers and reinforce that sobriety can be fun. Social functions are a simple and effective way to offer teens something positive to look forward to.

## **Learn more about OPVEE® (nalmeffene) Nasal Spray**

**Ronald Carter**

**Del Mar | 0 CEs**

OPVEE nasal spray is an opioid antagonist indicated for the emergency treatment of known or suspected overdose induced by natural or synthetic opioids in adults and pediatric patients aged 12 years and older, as manifested by respiratory and/or central nervous system depression.

### **The ABCs: Transformational Leadership in Shifting Political Times**

**Ayesha Al-Akdhar, CPS-AD, Keith Murphy, LPC, LCADC, Marbeth H. Holmes, LCSW, LCAS, CCTP, Dominique Clemmons-James, PhD, LCMHCS, LCAS, CRC, MAC, CCS, BCB, Lilly Ettinger, MDIV, Michael Vela, LCSW-S, LCDC**

**Regency DEFG | 1.5 CE**

Psychological safety is a culture or shared belief that risks can be taken, ideas challenged, and questions asked in a workplace without fear of shame or negative consequences. Scholastic recovery programs exist across a variety of institutions and in diverse political landscapes. Regardless of specific elements, scholastic recovery shares a foundation of theories of support, best practices, and principles that blend hope and human potential. Shifting political climates are creating varying barriers to psychological safety, limiting access and resources, and ultimately changing what it means to take on the work of a scholastic recovery professional. This panel will outline policy changes that limit or prohibit the health equity work necessary to scholastic recovery, the toll this is taking on the profession, and the need for transformational leadership in the wake of these changes.

### **Where Do We Even Start? Early Lessons Learned From Developing a New Collegiate Recovery Program**

**Mary Tabit, PsyD, Jessica Estok, LCDP, CADC, CCTP, MA**

**Torrey Pines Beach | 1 CE**

Establishing a CRP is a multifaceted task; it requires developing a strategy to meet the immediate needs of students in recovery, while balancing the need for long-term sustainability, all within the unique cultural context of the institution in which the CRP is housed. This breakout session will support faculty, staff, and students who are interested in starting, or in the early stages of developing, a CRP. We will provide an overview of the approach utilized in developing our CRP with an emphasis on the following areas: 1. leveraging technical assistance and expertise from established CRP programs; 2. developing tools to better understand the immediate and ongoing needs of the student recovery community on your campus; 3. utilizing survey findings and other indicators to establish programmatic goals and inform program development; and 4. building relationships with campus partners.

### **Current State of APG Research and Future Directions for APG Research-Readiness**

**Emily A. Hennessy, MPhil; PhD**

*\*Speaker unable to attend; may be recorded and added later*

**Ocean Beach | 1.5 CE**

This presentation will first situate the APG model and programming elements within a recovery-oriented system of care and recovery capital framework. It will then review the current state of the APG evidence, which is primarily qualitative in nature, from a recovery capital lens to demonstrate how the model could build different forms of recovery capital for its participants and communities. It will also provide examples from my own research on how programs have adapted to meet the needs of their unique recovery ecosystem. The presentation will then describe opportunities for building a rigorous evidence base and potential strategies for doing so, including how to handle the challenge of measuring adolescent recovery beyond abstinence goals and behaviors within the APG. The overall objective is to use this presentation to enable continued necessary evidence-building and advocacy for expanding access to APGs in our communities through dedicated funding streams and vital infrastructure.

### **Results of the 2nd Round of the ARHE/ Independence Blue Cross Foundation Grantee Outcomes Study**

**Jason Whitney, PhD**

**Regency C | 1 CE**

In its first two funding cycles, Independence Blue Cross Foundation provided grants to 14 colleges and universities in the Philadelphia region with the goal of establishing Collegiate Recovery Programs. ARHE provided ongoing technical assistance to these grantee colleges and universities. The primary goal of this mixed-methods study is to evaluate the impact of IBC Grant Funding and technical assistance in supporting colleges and universities' efforts to establish Collegiate Recovery Programs, measuring various ways in which these programs increased the support they were able to provide to students in recovery from substance use disorders, providing insights into best practices while also identifying roadblocks and constraints.

## **Exploring Recovery Dharma: An Informative Session on a Buddhist-Inspired Recovery Program**

**Onawa LaBelle, Ph.D., Maurissa Hastings, M.S.W., R.S.W.**

***Solana Beach | 1 CE***

In this presentation, we introduce Recovery Dharma (RD), a Buddhist-inspired mutual-aid program for addiction recovery, highlighting its relevance and potential application in collegiate recovery settings. Based on a research study with 209 RD members, the session will delve into the core aspects of RD, including its focus on mindfulness, meditation, and emotional regulation. Attendees will learn about RD's unique approach to addiction recovery, catering to a diverse range of addictions and not limited to specific substances like traditional mutual help organizations (MHOs; e.g., AA or NA). We will discuss RD's demographics, with significant representation from the LGBTQ2S+ community, and its practices encompassing meditation, mindfulness, and emotion regulation. In this session, we aim to equip students, educators, counselors, and program facilitators with comprehensive knowledge about RD, empowering them to consider it as a support option for students navigating recovery.

## **No such thing as tough love? Examining Strengths-based approaches to issues in collegiate recovery**

**Kimberly Boulden, PhD, Dylan Dunn, Sydney Cheifetz, MPH**

***Ocean Beach | 1 CE***

Over the past decade, there has been a movement within higher education to promote educational programming that capitalizes on student strengths as opposed to focusing on "problem areas." In this session, we'll apply the principles of strengths-based learning to case studies one might encounter in the field of collegiate recovery. Join your peers for an in-depth discussion of how we might approach complex community issues while honoring the strengths of our students.