

ARHE/ARS/AAPG Annual Conference 2021

Enduring CE Credit Sessions

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What Does Fully Formed Leadership Look Like?

Building a CRC on a Small College Campus

Navigating Multiple Pathways of Recovery for Youth in Alternative Peer Groups

Enough is Enough! Why we're Building a Game-Changing Platform in Collaboration with Microsoft to Help Students Suffering from Addiction, Their Families, and Friend

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The Addicted Lawyer: Addressing Mental Health and Substance Use Among Law Students

A Family Problem Requires a Family Solution: How Families are Affected by Addiction, and What to do About It

Navigating Virtual Spaces: A Comprehensive Approach for Delivering AOD Prevention and Recovery Support Initiatives

Working with Diverse Populations

Integrating Multiple Pathways to Recovery in a Collegiate Recovery Community; Lived Experiences of Students

Collegiate Recovery Programs: Helping College Students in Recovery Succeed

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Psychiatric Co-Morbidity and Mental Health Resource Utilization in Southern Collegiate Recovery Communities

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Federal Recovery Policy: Keynote Discussion

Using Expressive Arts in Your CRP

Recovery, Make It a Family Affair. An Orientation & Map for Healing & Change For Families Impacted by Substance Use

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From Pre-Contemplation to Action: Developing a Pre-Enrollment Program for a Recovery High School

APG Parent and Family Programming for APG Professionals

Braiding the Individual and the Group: the Concept of Connection in the Recovery Community

Family Composition of Youth Attending Recovery High Schools

GUILT - Understanding and Overcoming

Building Partnerships, Fueling Research
Engaging Peer Educators in Delivering Evidence-Based Brief Motivational Interventions: Innovative Training Models, Benefits, and Challenges
Service Learning in the Sober-Active Community: Mechanisms for Change in Attitudes of College Students toward Sobriety
Fostering an Inclusive and Anti-Racist School Culture
Why Can't I Change?
Student Ignite Talks
Centering Equity and Justice in the Development of Collegiate Recovery Communities: Centering the Most Marginalized People and Communities in Program Development
From Prevention to Recovery: Working the Full Continuum
Project Based Learning: A Pedagogy Aligned to Recovery
Whole Family Approach to Alternative Peer Groups for Teens and Young Adults
Collegiate Recovery and Outdoor Programming
Harnessing Strengths and Success as a Roadmap for Realizing Your Vision: Using Appreciative Inquiry for Strategic Planning
Spirituality and Addiction: Understanding and Applying Forgiveness in the Process of Recovery
Responsive Recovery Interventions: We Recover in Community
Families in Recovery: Panel of Alumni Parents
The 'Accepted' Marginalization: Bringing Attention to Weight Stigma and Fatphobia
Addiction Is A Family Disease
Romantic Relationships in Alcohol Use Disorder Recovery: A Qualitative Content Analysis
Why Don't We Know More? A Comprehensive Review of the Current Evidence Regarding Collegiate Recovery Programming
Meeting at the Intersection: Mentoring and Motivation
So You Think You Want to Go to Graduate School?
Incorporation of Occupational Therapy in a Recovery High School: A Novel Program, Lessons Learned and Future Aspirations
Keynote: No Accommodations Necessary

Recorded Sessions - No CE Credit

ARHE Annual Member's Meeting
Building Communities of Hope for Reimagining Recovery
Resources for Starting and Growing Your APG
ARS Welcome and Cohort Update
Cooking Demo
Stay Woke Give Back Virtual Tour: A Unique Opportunity for Recovery High Schools
Create the Company You Crave
Recovery High School Accreditation
How to Start a Recovery High School from Scratch
Virtual Roundtable: The Increasingly Global Footprint of Collegiate Recovery
Building a Statewide Recovery Community

Enduring CE Credit Sessions

ARHE/ARS/AAPG/HECAOD Continuum of Care Keynote

Representatives from ARHE, ARS, AAPG, and HECAOD

Prevention efforts, alternative peer groups (APGs), recovery high schools (RHS), and collegiate recovery programs (CRPs) play a critical role in the continuum of care for young people in or seeking recovery from substance use disorders. The purpose of this session is to engage and educate the audience about the role of each of these resources. Audience members will hear directly from leaders in each field, and develop a greater understanding for youth recovery support services.

Live CEs: 1.5, Enduring CEs: 1.5

What Does Fully Formed Leadership Look Like?

Susan Packard

As a woman and entrepreneur who is in long-term recovery, Susan Packard has experienced fully formed leadership as the former Chief Operating Officer of HGTV and in a variety of other senior roles.

Fully Formed Leaders are those who lead with both left and right-brained aptitudes. They have the technical skills, and the heart skills needed to work with others and to help them grow. I call these transactional, and transformative, skills. Both sets of skills are critical, and the discipline is to keep them in balance.

One of the key practices of fully formed leadership is staying "emotionally fit", (EF) which is a place of steadiness, peace of mind and joy in your life and work. Emotional fitness has at its core emotional intelligence, referred to as EQ. EQ is knowing and managing your emotions, and also reading other's emotions and responding well to them. Emotional fitness takes EQ and builds on it. In fact, it's the highest form of EQ. You'll be surprised to learn who emotionally fit leaders are today.

Live CEs: 1, Enduring CEs: 1

Building a CRC on a Small College Campus

Kirk Luder, MD, Washington and Lee University

Graham Pergande, Washington and Lee University

Addressing the special challenges of building and sustaining a CRC on a small college campus.

Live CEs: 1, Enduring CEs: 1

Navigating Multiple Pathways of Recovery for Youth in Alternative Peer Groups

Kristin Sharp, LMSW, Austin Recovery Network - Keystone

Hannah Milne, BSW, Austin Recovery Network - Keystone

This presentation will discuss how a state-funded Alternative Peer Group and Youth Recovery Community opens the door for adolescents in all pathways of recovery, from abstinence-based 12-step models to a harm reduction model. We will explore the challenges associated with implementing a recovery support model that encompasses all stages of change, as well as the many benefits to supporting numerous recovery modalities. We will include current research on substance use recovery in adolescence and how the evidence directly guides our work with the teens we get the honor of supporting.

This session also includes a pre-recorded video.

Live CEs: 1, Enduring CEs: 1

Enough is Enough! Why we're Building a Game-Changing Platform in Collaboration with Microsoft to Help Students Suffering from Addiction, Their Families, and Friends

Flora Nicholas, Founder and CEO, All Sober

Paul Gayter, Founder and Chief Visionary, All Sober

Donald McDonald, Chief Recovery Officer, All Sober

Rory Pullens, Chief Education & Inspiration Officer, All Sober

There are 192 million Americans who are impacted by addiction daily — and there are millions of college students and their families and friends among them. However, as people try to get sober, and loved ones attempt to help, they face problems at every stage of the recovery process and beyond. Solutions are currently siloed, fragmented, highly specialized, not available on the scale that the problem demands, or simply non-existent.

Flora and Paul will share their experience of trying to help a loved one, talk about the barriers that they faced along the way and tell you why they came to say “Enough is enough!”, and created All Sober as a result.

They will also tell you how they involved one of the biggest companies in the world, Microsoft, to help them bring All Sober to life and make a difference in the lives of all those who need help.

During the session, Flora and Paul will give a live platform demo and show how All Sober will provide everything people need for recovery and sober life all in one place. Donald, who is a person in recovery himself, will talk

about how the platform will help all those who are walking in his footsteps. And because collegiate recovery programs are more important than ever, Rory will discuss how All Sober can become an integral and hugely beneficial part of your college recovery programs.

And of course, the team will also answer all your questions.

Live CEs: 1, Enduring CEs: 1

The Addicted Lawyer: Addressing Mental Health and Substance Use Among Law Students

Brian Cuban, Author of "The Addicted Lawyer"

In this session, Brian Cuban, author of the renowned book "The Addicted Lawyer" will share with attendees personal anecdotes on how addiction and depression impacted his life as a law student practicing attorney and why law students and legal professionals are so vulnerable. Brian will also address the ABA Betty Ford Hazelden Study on Problem Drinking the Legal Profession and how mental health impacts law firm/lawyer productivity. Finally, Brian will address what we can do to solve the problem along with mental health resources for law students and lawyers.

Live CEs: 1, Enduring CEs: 1

A Family Problem Requires a Family Solution: How Families are Affected by Addiction, and What to do About It

Sherry Gaugler-Stewart, Director of Family and Spiritual Recovery, The Retreat

When a loved one struggles with addiction families tend to focus their energy and attention on getting that person well. Most believe that if their loved one finds help, then everyone else will be okay. Many family members can see the negative impact and consequences of addiction on their loved ones, but find it difficult to see the depth of how they've been affected. If families aren't getting support for themselves, the fear that they've had about their loved one finding recovery often becomes fear about whether or not their loved one will maintain it. Without an understanding of the disease, families often end up reacting as they did when their loved one was still in active addiction.

Live CEs: 1, Enduring CEs: 1

Navigating Virtual Spaces: A Comprehensive Approach for Delivering AOD Prevention and Recovery Support Initiatives

Laura M Longo, Ph.D., University at Albany - SUNY

Natalie Sumski, University at Albany - SUNY

Evan Ozmat, University at Albany - SUNY

This presentation will focus on strategies that alcohol and other drug prevention and collegiate recovery professionals can utilize to transition their work into the virtual space. We will discuss strategies to support the design, implementation, accessibility, and evaluation of online AOD prevention and collegiate recovery programming. Additionally, we will share findings from two focus groups that informed virtual prevention programming efforts at one large northeastern university. We will also discuss specific ways the shift to a virtual environment impacts student in recovery, strategies for hosting and engaging students in virtual recovery spaces, and ways to continue building capacity in Collegiate Recovery Programs in the virtual environment. Attendees will have opportunities to participate, ask questions, and consider application to their own campuses.

Live CEs: 1, Enduring CEs: 1

Working with Diverse Populations

George Youngblood, LCDC, ADCIII, CCS, Teen & Family Services

This session will look at how recovery support disparity was created in diverse populations, how to assess the needs of a community, and how to design a curriculum that works for the community.

Live CEs: 1, Enduring CEs: 1

Integrating Multiple Pathways to Recovery in a Collegiate Recovery Community; Lived Experiences of Students

Ryan J. Minieri, Graduate Student at Montclair State University

Caleb Knight, Undergraduate Student at Montclair State University

Conor Hogan, Graduate Student at Montclair State University

Jean-Marie Beeks, Undergraduate Student at Montclair State University

Alison "Al" Fryer, Undergraduate Student at Montclair State University

Melaney Moffitt, Graduate Student at Montclair State University

This program will allow panelists and the moderator to discuss each of their pathways to recovery and how they pursue recovery today. They will share about their introduction to recovery and what types of programs have worked best for them and why. As the panelists approach recovery differently, the audience will be able to examine recovery from multiple lenses. The panelists are all members of the Red Hawk Recovery program at Montclair State University in New Jersey. They will discuss how they respect, appreciate, and interface while engaging in multiple pathways to recovery, what they have learned from different perspectives of recovery, and how they support one another's individualized approaches to recovery. Attendees will learn the benefits of

welcoming multiple pathways to recovery in their respective recovery communities and will learn how to integrate inclusivity into their recovery programming.

Live CEs: 1, Enduring CEs: 1

Collegiate Recovery Programs: Helping College Students in Recovery Succeed

Bruce J. Reed, PhD, CRC, LCDC, University of Texas Rio Grande Valley

Saara Grizzell, PhD, CRC, LCDC, University of Texas Rio Grande Valley

Kristine Gonzalez, MA, LPC-Associate, LCDC-Intern

College recovery services are designed to provide necessary supports for college students with issues related to substance use disorders to be successful in post-secondary education. However, as a still emerging form of student supports, major issues remain such as funding, the utilization of evidence-based interventions, effective program evaluations, and the need for more empirical research. This presentation provides a historical overview of Collegiate Recovery Programs (CRPs) and an examination of current issues facing the field; it concludes with recommendations for program administrators, researchers, and rehabilitation counselors.

Live CEs: 1, Enduring CEs: 1

Opioid Use Disorder: Overview and Pharmacological Treatment

Kelsey Schmuhl, PharmD, The Ohio State University College of Pharmacy

This session will provide an overview of opioid use disorder (OUD) including relevant terminology, epidemiology, and pathophysiology. Participants will also learn about the medications used to treat opioid use disorder as well as medications used to treat opioid withdrawal and overdose. Participants can expect to learn about how the medications work in the body as well as expected side effects, risks, and contraindications. Participants will apply their knowledge through case studies that will be incorporated throughout the presentation.

Live CEs: 1, Enduring CEs: 1

Measuring the Success of Alternative Peer Groups

J. Michael Wilkerson, PhD, MPH, UTHealth School of Public Health, Department of Health Promotion and Behavioral Sciences

The recent proliferation of Alternative Peer Groups is exciting, but raises questions about measurement and fidelity. During this session, participants will engage in a facilitated discussion to agree upon common metrics for measuring successful outcomes of youth and members of their family. In addition, participants will seek

agreement about which components of the alternative peer group model must be implemented with fidelity to ensure successful outcomes are achieved.

Live CEs: 1, Enduring CEs: 1

Psychiatric Co-Morbidity and Mental Health Resource Utilization in Southern Collegiate Recovery Communities

Marisa Giggie, MD, Masters in Public Affairs, The University of Alabama School of Medicine, Tuscaloosa Campus
Nathan Culmer, The University of Alabama School of Medicine, Tuscaloosa Campus

Objectives: This pilot study explores self-reported psychiatric problems and mental health resource utilization by college students with substance use problems participating in peer-driven self-help collegiate recovery communities (CRCs) across the southern United States.

Live CEs: 1, Enduring CEs: 1

A Remote Model for Recovery High Schools

Libbey Sanford, LCDCi, Austin Recovery Network - University High School
Kristin Sharp, LMSW, Austin Recovery Network - University High School

This presentation will discuss the challenges and successes of running a Recovery High School in a virtual setting. We will explain our processes for implementing drug test collection, daily process groups, recovery activities, and 1:1 support in a 100% virtual setting. We will discuss research for best practices in a virtual world and tips and tricks to increase engagement among students. In addition, we will discuss how our academic partners transitioned to a fully remote learning environment.

This session also includes a pre-recorded video.

Live CEs: 1, Enduring CEs: 1

Federal Recovery Policy: Keynote Discussion

Moderator: William Moyers, Hazelden Betty Ford

Opening Remarks:

Regina LaBelle, Acting Director of the White House Office of National Drug Control Policy

Karen Scott, President of the Foundation for Opioid Response Efforts (FORE)

Panel: Tom Coderre, Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA
Tom Hill, Senior Advisor at the White House Office of National Drug Control Policy
Jan Brown, Executive Director of the SpiritWorks Foundation
Lorina Marshall-Blake, President of the Independence Blue Cross Foundation

Live CEs: 1.5, Enduring CEs: 1.5

Using Expressive Arts in Your CRP

Alexandra (Ali) Clements CPRS-R, PeaceLove/JusticePoint

PeaceLove workshops are expressive arts workshops that help participants express their emotions through art and creating. It is not art therapy, nor arts and crafts, but more a space that is cultivated to help others create and tell the story behind their creation. This particular session will explore the history of PeaceLove and how the program itself can be used in CRPs (with information on how to become a Creator!) and then the session will take on a workshop of its own. During Dual Emotions, participants will explore how it feels to feel two differing (or similar) emotions at once and what that looks like. *Note: participants are encouraged to use supplies they may have handy. There will be a link for the template that may help.

Additional materials for this session may be found here: <https://tinyurl.com/njzc9efv>

Live CEs: 1.5, Enduring CEs: 1.5

Recovery, Make It a Family Affair. An Orientation & Map for Healing & Change For Families Impacted by Substance Use

Shelly Young, CAI, FPSS, 200RYT, The Chris Atwood Foundation

Families are the natural support system but when substance use disorder has impacted the ecosystem, families become fractured, dysregulated and the natural bonds and secure attachments break down or become severely damaged. By orienting families in recovery and teaching the ideal conditions for recovery to flourish the family ecosystem can be restored to wellness. Families are led to identify systemic influence, causes of harm, emotional dysregulation, and recognize trauma and then are provided with a map for unhooking from systems and patterns that perpetuate illness, tools for nervous system support, healing and repair. Helping families understand their role in recovery, providing them with proper care and support and helping them integrate recovery rituals, rhythms and routines into the ecosystem is integral to collective wellbeing. In this session family members and family support providers will create a family genogram, identify and discuss systemic issues impacting families, orient to recovery, learn how to sustain the ideal environment for recovery and the 3R's for a healthy and regulated family ecosystem.

Live CEs: 1.5, Enduring CEs: 1.5

Are They Just Experimenting? Understanding the Phases of Use

David Rosengren, Ph.D., MINT Member, IPPA Member, Prevention Research Institute

Often with emerging adults we hear, "They're just experimenting." But we're given precious little information to evaluate where risk lies, how trouble can occur, and when transitions happen. Based on the evidence-based program Prime For Life, this presentation will introduce participants to the Phases of Use, provide markers for understanding where people are in the Phases, and describe factors that can influence progression, as well as important transition points. Participants will learn about experiences that mark progress through these Phases.

Live CEs: 1.5, Enduring CEs: 1.5

Universal Data Collection for Recovery High Schools

Andy Finch, PhD, NCE, Vanderbilt University

Anna Reed, Freedom Springs High School

Sharon Dursi Martin, MAT, Harmony Academy Recovery High School

Dan Renaud, CAP, ICADC, Florida Recovery Schools Jacksonville Florida

Jordan Jurinsky, MEd, Peabody College of Education and Human Development, Vanderbilt University

Presenters will elaborate on the vision for universal data collection for recovery high schools and explain how the call for an assessment system grew from the ARS Directors' Meetings. The presentation will explore the adoption of instruments, including types of assessments, domains measured, norms, validation, cost of implementation, and time constraints. Data collected from pilot sites will be presented, and panelists will discuss the difference between universal data collection used at this stage for program evaluation, the creation of a web-based data portal, and potential future research studies. Attendees will receive information on how individual recovery high schools can participate, and the presenters will seek feedback on how the system can best accommodate the needs of recovery high school administrators as well as researchers.

Live CEs: 1.5, Enduring CEs: 1.5

Developing & Sustaining High Quality APGs Using Implementation Science

Heidi Cloutier, MSW, University of New Hampshire Institute on Disability Creating Connections NH

Ginger Ross, Choice Peer Recovery Coach Trainings & NH Recovery Coach Academy

Bob Faghan, MA, Live Free Recovery Consultants

APGS encourage healthy lifestyle changes in a safe, socially reinforcing environment that is recovery & wellness-focused. One challenge in implementing & sustaining APGs is providing ongoing support to ensure high quality peer support. Fidelity Assessments are designed to help APG's review the progress and quality of programming and provide an opportunity to reflect on strengths, struggles and create plans for continuous

quality improvement & professional development opportunities. NH has convened a stakeholder group to create an infrastructure for implementing high quality APGs in a way that can be replicable across the state & scaled up across the country by outlining critical elements of alternative peer groups, and then creating training, coaching and fidelity tools driven by these critical elements to ensure high quality programming and supports. This session will introduce fidelity tools that can be used at the organizational, facilitator and coach levels to ensure and promote high quality implementation.

Live CEs: 1.5, Enduring CEs: 1.5

Personal Recovery Journeys and the College Experience: Results from a Large Qualitative Study

Tiffany Brown, PhD, LMFT, University of Oregon

Lindsey Nichols, MS, University of Oregon

This session will focus primarily on reporting qualitative research findings, via phenomenology methodology, about a prominent collegiate recovery program. Over ninety participants were asked to share about their recovery journey, including challenges, personal journeys, and how to be successful in college. Session attendees will learn about the methodology employed, the data analysis process utilized, and the key results that can be helpful for other recovery programs.

Live CEs: 1, Enduring CEs: 1

Connecting Families and Students through Recovery Programming

Leah Pylate, PhD, CHES, Mississippi State University

Blake Schneider, MA, Mississippi State University

Alisha M. Hardman, Ph.D., CFLE, Mississippi State University

This session offers evidence from a recent qualitative study regarding how a collegiate recovery program can support college students and their families in recovery. Presenters will discuss activities utilized to bring families and students together, support mechanisms discovered in providing a program for the campus community, and information regarding the importance of a supportive environment on the college campus.

Live CEs: 1, Enduring CEs: 1

From Pre-Contemplation to Action: Developing a Pre-Enrollment Program for a Recovery High School

Candice Greenwade M.Ed, Heartland High School

Laine Kolesar, MSW, LSW, Heartland High School

A lack of appropriate referrals threaten the sustainability of recovery high schools. Despite an increase in behavioral health providers, finding potential students that have 30 days of sobriety was harder than anticipated. Learn how Heartland High School created a pre-enrollment program to meet the needs of the referrals that weren't quite ready for a recovery high school, but would greatly benefit from one. Join us as we discuss our staffing model for the program and our six-week curriculum to get our students from pre-contemplation to action!

Live CEs: 1, Enduring CEs: 1

APG Parent and Family Programming for APG Professionals

Jeremy Pulido, LCDC, CCTP, ICADC, Teen and Family Services

The goal of this discussion is to learn from various APG Family Program about the different components that make up a healthy family support program.

Live CEs: 1, Enduring CEs: 1

Braiding the Individual and the Group: the Concept of Connection in the Recovery Community

Alejandro Betancur, UT Houston School of Public Health

Sheryl McCurdy, University of Texas Houston School of Public Health

Sierra Castedo de Martell, University of Texas, School of Public Health

Johnny Wilkerson, UT Houston School of Public Health

A ritual in the recovery community is the use of knots and cords, a complex symbol to celebrate intervals of sobriety, but in a broader sense denoting the moments when the individual's recovery/addiction journey connects with the recovery community's programming. Similarly, the individual and the recovery community are braided together, with the understanding that these interconnections are created by tension. A thematic narrative analysis of 4 virtual focus groups and the corresponding chat demonstrates the tug-of-war that exists between the individual and the community at recovery programs. The relevant themes that emerged are "Community", "Peer Mentors", and "Safe/Clean/Sober". The resulting dynamic configures programs and actions that impact the residents and the policies that orient the programs, from the philosophy that guides the institution, to the established relapse protocol and even the weekly. This shares back the results of last year's Mapping the Field exercises, wherein conference attendees shared experiences for this qualitative research project.

Live CEs: 1, Enduring CEs: 1

Family Composition of Youth Attending Recovery High Schools

Jordan Jurinsky, MEd, Vanderbilt University

Andy Finch, PhD, Vanderbilt University

Emily A. Hennessy, Ph.D., Harvard Medical School & Recovery Research Institute

Family relationships and the home environment are an established context of study in substance use etiology. The family has been well-documented as an important contributor to the onset, rate, course, and consequences of substance use. Less known, however, is the role that family plays in the recovery process of adolescents. This presentation will begin to characterize families of youth who enroll in recovery high schools (RHSs). This secondary data analysis will explore family sociodemographic information collected as part of a multisite observational study of adolescents in recovery (n = 171). Family characteristics will include age, race/ethnicity, employment, relationship to adolescent, income, substance use history, mental health history, and treatment and/or 12-step participation. As RHSs often target family members in some of their programming, contextualizing family characteristics may help inform RHS practices and improve adolescent recovery outcomes.

Live CEs: 1, Enduring CEs: 1

GUILT - Understanding and Overcoming

Edith Lynn Hornik-Beer

We all sometimes experience guilt. Healthy feelings of guilt inspire us to do good, work on our relationships, and have compassion for others. Research has shown that excessive guilt may trigger unhappy emotions, impact our work, tire us. On the other hand feeling good contributes to significant antidepressant responses. Our group will delve into the various aspects of guilt, how to deal with guilty emotions, see our personal guilt feelings for what they really are. The group will be given questionnaires whose answers will lead them down new paths. Members will go home with exercises that will expand their emotions to resourceful levels.

Live CEs: 1, Enduring CEs: 1

Building Partnerships, Fueling Research

Jessica McDaniel, B.S., Center for Young Adult Addiction and Recovery at Kennesaw State University

As the field of collegiate recovery continues to grow, research becomes exceedingly vital; however, this can be an intimidating and seemingly insurmountable task for some. Furthermore, studies indicate that it can take up to 17 years to translate research into practice. Yet, studies also indicate that collaborative partnerships can reduce this gap by engaging practitioners in the research process. Additionally, collaborative partnerships expand individual capacities, making research more accessible and manageable for collegiate recovery professionals. This

presentation will explore the opportunities, methods, and benefits of collaborative research partnerships for collegiate recovery programs, while also addressing key considerations for the process.

This session also includes a pre-recorded video.

Live CEs: 1, Enduring CEs: 1

Engaging Peer Educators in Delivering Evidence-Based Brief Motivational Interventions: Innovative Training Models, Benefits, and Challenges

M. Dolores Cimini, PhD, University at Albany, SUNY

Research indicates that peer educators, when well-trained and supervised, can deliver evidence-based brief motivational interventions just as well, if not better, than trained professionals. This workshop will explore several innovative peer education training models derived from evidence-based brief motivational interventions, including peer coaching and peer educator-delivered Screening and Brief Intervention (SBI) addressing a variety of concerns. The strengths of training models that involve classroom instruction and computer simulations will be discussed. Challenges and potential risks associated with engaging peers in delivering evidence-based brief interventions will be identified and explored. Benefits of engaging in evidence-based peer education best practices, both to students receiving collegiate recovery services and to peer educators themselves, will be identified.

Live CEs: 1, Enduring CEs: 1

Service Learning in the Sober-Active Community: Mechanisms for Change in Attitudes of College Students toward Sobriety

Chelsea Shore, Florida State University

The use of sport in the recovery process has gained popular traction in recent years (Page & Townsend, 2018) yet research on how sport acts as a preventative measure remains scarce, especially from a social constructivist perspective. This is an unfortunate gap in the literature, for there is extensive research on drug and alcohol abuse by athletes or in athletics (Ahrens & Butch, 2019; Jones, 2016; Lombardi & Dupain, 2018). There is ample research suggesting exercise-based interventions reduce anxiety and depression (Ströhle, 2009) and specifically how group exercise facilitates improved communication skills (Read & Brown, 2003) and social support (Hillios, 2013). The current study brings together these disparate research areas toward conceptualizing how community-based sport programs can impact college students understanding of substance use, recovery, sobriety and their futures. It was hypothesized that engaging with a sober-active community in the form of a high impact practice, such as service-learning, would "promote capacity building through collective action, develop value systems that support democracy and inclusion, and encourage critical reflection" (Edwards, 2015) in choices made during their college experience.

This session also includes a pre-recorded video.

Live CEs: 1, Enduring CEs: 1

Fostering an Inclusive and Anti-Racist School Culture

Rebecca Bonner, M.Ed, MUPP, The Bridge Way School

Angela Smith, MSOLM, The Bridge Way School

One of the most important functions of a school administrator is to craft a school's identity and develop a healthy school culture. In all schools, but particularly in recovery high schools, this includes collaboration, relationship building, support, and trust among and between various school constituents. When serving a student population that includes Black, Indigenous and people of color (BIPOC), it is imperative that educators and school leadership change the lens through which school culture is viewed. They must be intentional and consistent in creating safe spaces to acknowledge and address explicit and implicit biases, generational trauma, and systematic racism. Equally, school faculty and staff must be dedicated to removing barriers to social justice and achieving equity.

Live CEs: 1, Enduring CEs: 1

Why Can't I Change?

Anette Edens, PhD, Psychologist, AAPG Board Chair

Change is elusive on behavioral, neurological, and emotional levels. We adopt new goals with earnest intent and yet fail to make progress toward their achievement. This presentation outlines the challenges to change and what it takes to overcome them.

Live CEs: 1, Enduring CEs: 1

Student Ignite Talks

Facilitated by: Alexandra (Ali) Clements, CPRS-R

Listen as students in recovery share their experience, joys, lows, and what makes them, well, them! A collection of 6 minute stories designed to keep you on your toes and keep you energized. These students will have the chance to have their voices and stories heard in a platform they may have never experienced before.

Live CEs: 1.5, Enduring CEs: 1.5

Centering Equity and Justice in the Development of Collegiate Recovery Communities: Centering the Most Marginalized People and Communities in Program Development

Kristine De Jesus, Psy.D., Montclair State University
Sara Fudjack, RCSW, University of British Columbia

This session will focus on building capacity related to equity, justice, and inclusion when developing collegiate recovery communities. The session will be centered in recognizing the role of systemic oppression and how it has limited access to particular groups in higher education, and how to create a program that creates access for students who have been systematically disenfranchised from the collegiate recovery and in society.

This session also includes a pre-recorded video.

Live CEs: 1.5, Enduring CEs: 1.5

From Prevention to Recovery: Working the Full Continuum

Tessa Miracle, PhD, The Ohio State University
Ahmed Hosni, MSW, The Ohio State University

This session will provide examples and techniques for prevention and recovery to work together to support campus wellness. Participants will learn about tools and strategies to strengthen our efforts across the continuum. Participants will learn about recovery oriented systems, and the Strategic Prevention Framework, and how these two forces can unite to facilitate a culture of wellness in a culturally competent manner. Participants will learn effective engagement strategies for professionals based in different portions of the continuum of care. We will discuss collaboration, and engagement strategies to support professionals, as they unite against stigma. In addition to day to day engagement, we will discuss unified and comprehensive data collection efforts and will identify opportunities to harness the passion of recovery in evidence-based prevention efforts. Evidence-based prevention efforts will be discussed while showcasing unintentional consequences of well-intended efforts. Additionally, this session will discuss the credentialing process for each profession and how to obtain necessary credentials to practice.

Live CEs: 1.5, Enduring CEs: 1.5

Project Based Learning: A Pedagogy Aligned to Recovery

Melissa Mouton, MD, MPH, 5280 High School
Keith Hayes, 5280 High School

An overview of project based learning (PBL), and how we implement it at 5280. The pedagogy of PBL aligns well to the principles of recovery, and has the power to prepare graduates for all post-secondary options. It also infuses equity into the curriculum and has been demonstrated to be highly effective across all demographics. Participants would engage in a mini- project during the workshop, and reflect on their experience.

Live CEs: 1.5, Enduring CEs: 1.5

Whole Family Approach to Alternative Peer Groups for Teens and Young Adults

Eric G. Daxon, Ph.D., CPRSS, Rise Recovery

Bea Blackmon, Rise Recovery

Roy Reina, Rise Recovery

Dawnya Janousek, Rise Recovery

Travis Donaldson, Rise Recovery

Rise Recovery (formerly the San Antonio Palmer Drug Abuse Program) uses a whole-family approach to providing recovery services to teens with substance use disorder (SUD), young adults with SUD and their families. The panel will discuss the successes and pitfalls of our pilot recovery high school program, our in-school program, Youth Empowered by Sobriety (YES) and our four alternative peer groups - teens with SUD (12 years old to 17); young adults with SUD (18 years old to 35); adult family members (18 years old and over) and family members 9 years old to 17 years old. Our approach can be described as providing coordinated, individualized services for each of our members. Our discussion will also include the overall organization of the program; the structure and processes used in each of the groups; Rise's outreach efforts to schools and the community; and, Rise's current efforts to develop a recovery high school in San Antonio. The impact of COVID-19 and the use of remote technologies will also be discussed.

Live CEs: 1.5, Enduring CEs: 1.5

Collegiate Recovery and Outdoor Programming

Andrew Caryl, M.S., WVU Collegiate Recovery

The WVU Collegiate Recovery Program has begun to utilize a collaborative partnership with the Adventure WV program at the university to develop a variety of recovery-oriented Outdoor Adventure Programming for their CRP students. The WVU CRP believes that this Outdoor Programming can serve to: establish connections among CRP members, build a sense of community within the WVU CRP and the university at large, encourage a healthy and active lifestyle among students, contribute to recruitment and retention, and serve to build partnerships and stakeholders at the University and greater community.

Live CEs: 1, Enduring CEs: 1

Harnessing Strengths and Success as a Roadmap for Realizing Your Vision: Using Appreciative Inquiry for Strategic Planning

Angela Stowe, PhD, The University of Alabama at Birmingham

Benton Crane, The University of Alabama at Birmingham

Additional materials for this session may be found

at:<https://drive.google.com/drive/folders/1akEN25DPei6ucZ6g2KGjmEHICQL1b8vw?usp=sharing>

Participants will learn how one institution applied the process of Appreciative Inquiry, strengths-based strategic planning approach that moves organizations toward developing a compelling vision and direction for their future. It involves a 5-step process that is systematic and comprehensive and includes key stakeholders in all steps of the process. Presenters will share the processes and resources used for each phase of the process and how their vision, mission, and strategic plan was developed through this process that encouraged innovation, imagination, and inquiry, ultimately leading the team to develop an exciting plan and vision for the next steps of their Collegiate Recovery Community. Success, challenges, and lessons learned will also be presented and a template for how other organizations can apply the process will be shared.

Live CEs: 1, Enduring CEs: 1

Spirituality and Addiction: Understanding and Applying Forgiveness in the Process of Recovery

Jon R. Webb, Ph.D., Texas Tech University

The role of forgiveness in recovery from addictive behavior - including in the context of substances, compulsive behavioral sets, and suicidal behavior - has been recognized, albeit in an anecdotal fashion, for many years; beginning in the 1930s with the Twelve-Step Model of addiction and recovery. Empirical support is beginning to support the relevance of forgiveness to recovery as over 80 research articles explicitly focused on forgiveness and addiction suggest a robust and largely beneficial association. In this presentation the evidence-base supporting the role of forgiveness in recovery will be reviewed and guidance will be provided regarding the application and implementation of forgiveness in supporting the process of recovery from addictive behavior.

Live CEs: 1, Enduring CEs: 1

Responsive Recovery Interventions: We Recover in Community

Sharon Dursi Martin, MAT, Harmony Academy Recovery High School

Ian Nisley, Recovery Coach, Harmony Academy Recovery High School

Launching a recovery school is no small feat. Once we've taken flight, how do we course correct and travel with intention? How do we hold our ideals as a guide through the daily turbulence and hold our kids, especially the

most "difficult" ones, through their own storms? How are we making sure that we don't replicate larger systems that have ejected our kids in the past? Questions like these challenge us. They are deeply philosophical and life-or-death by nature. And they come at us quickly. This session will invite participants to explore their own beliefs and practices while hearing the story of one recovery school's intentional changes as it moved out of the start-up phase and into its second year with intention, brave conversations, and hope. We'll share our tiered intervention system and other resources and set aside time for guided breakouts!

Live CEs: 1, Enduring CEs: 1

Families in Recovery: Panel of Alumni Parents

Jeremy Pulido, LCDC, CCTP, ICADC, Teen and Family Services

The goal of this discussion is to hear from various APG Family Alumni about their experiences and to give participants a chance to learn more about family recovery.

Live CEs: 1, Enduring CEs: 1

The 'Accepted' Marginalization: Bringing Attention to Weight Stigma and Fatphobia

Emmy Lu Henley, PhD, RDN, LD, CEDRD, Metanoia Nutrition

Weight stigma is one of the few preventable contributing factors to the development of disordered eating and eating disorders; yet, this is experienced daily, by many, through such spaces as the doctor's office, an airplane, or the chair in our therapist's office. Weight stigma is "acceptable" in our culture due to its disguise of "health/wellness", even within realms of activism towards other levels of marginalization, including the recovery space. The overall purpose of this presentation is to provide space for marginalized bodies by bringing light to weight stigma and fatphobia, primarily the detrimental physical and mental health consequences that arise from this social injustice. Attendees will be introduced to historical and racial origins of weight stigma and fatphobia, its evolution through the decades, and its significance, not only in the journey to recovery, but prevention of disordered eating in recovery. Each attendee will also have the opportunity to reflect on their own internalized fatphobia to explore their role in this social injustice. Open dialogue will conclude the presentation to facilitate, offer solution, and encourage change within one's own actions, as well as those of their collegiate recovery communities.

Live CEs: 1, Enduring CEs: 1

Addiction Is A Family Disease

Lori Ziolkowski, MBA, Delta College and Families Against Narcotics (FAN)

Family members often don't recognize the signs of addiction and are overcome with grief, guilt, anger, and frustration when a loved one is in active addiction. It is important we recognize these signs, identify support resources for the family, and if they don't exist, create them. Join Professor Lori Ziolkowski to learn how her daughter's overdose, battle with heroin addiction and recovery affected the whole family. Explore innovative programs like Hope Not Handcuffs, the ComeBack Quick Response Teams, and Family Recovery Coaches that can be implemented on your campus and in your community.

Live CEs: 1, Enduring CEs: 1

Romantic Relationships in Alcohol Use Disorder Recovery: A Qualitative Content Analysis

Thomas Kimball, PhD, LMFT, Texas Tech University, Center for Collegiate Recovery Communities
Nikki Hune, LMSW, Texas Tech University, Center for Collegiate Recovery Communities
William Gerber, MPA, Texas Tech University, Center for Collegiate Recovery Communities

Alcohol use disorder (AUD) thrives in isolation, but recovery requires healthy and supportive relationships in order to heal and grow. Many individuals in alcohol recovery find it challenging to establish and maintain meaningful romantic relationships, yet little research has examined this notion. With a particular focus on relationship insecurity and relationship safety, we explored persons' experiences of romantic relationships in AUD recovery (N=23; Mean Age=27.87). In this presentation, we will discuss the foundations of identifying relationship safety and addressing relationship security in order to better navigate towards healthy, supportive romantic relationships in recovery.

Live CEs: 1, Enduring CEs: 1

Why Don't We Know More? A Comprehensive Review of the Current Evidence Regarding Collegiate Recovery Programming

Noel Vest, PhD, Stanford University

Purpose: Substance use disorder is a critical public health problem among postsecondary education students in the United States where roughly 600,000 US college students report being in recovery from a substance use disorder (SUD). We conducted a scoping review to identify research gaps and inform policy.

Methods: A systematic search was conducted to identify research studies related to college programming for students in recovery from SUD published before August 2020. Fifteen study characteristics such as primary outcome, research design, sample size, and funding source were extracted and summarized to provide a comprehensive overview of the existing literature.

Results: We identified 357 abstracts for review and excluded 244. A full-text review of 113 articles was conducted and resulted in 59 exclusions. The studies were logically divided into four domains; 1) the qualitative lived experiences of students in recovery, 2) clinical outcomes, 3) program characteristics, and 4) non-clinical outcomes. We provide a summary of the remaining study characteristics and examine gaps in the research literature.

Conclusions: The domains identified offer a framework for healthcare providers, college administrators, and researchers; and will help to inform policy and practice to improve outcomes for this underserved student group.

Live CEs: 1.5, Enduring CEs: 1.5

Meeting at the Intersection: Mentoring and Motivation

Jarmichael R. Harris, MS, LCAS, East Carolina University
Kristine De Jesus, PsyD, Montclair St. University

Mentorship is an important aspect of professional development, particularly for those who are new to the field and/or are members of underrepresented groups in collegiate recovery. This program will explore the value of developing a network of professional supports who come from different perspectives, backgrounds, types of institutions, and worldviews to challenge one another in promoting equity, justice, and personal growth.

Live CEs: 1, Enduring CEs: 1

So You Think You Want to Go to Graduate School?

Kevin Doyle, EdD, LPC, LSATP, Hazelden Betty Ford Graduate School of Addiction Studies
LeAnn Brown, MS, Hazelden Betty Ford Graduate School of Addiction Studies

People in recovery make up a significant portion of the addiction treatment workforce, and members of collegiate recovery programs are uniquely positioned to pursue careers as members of this workforce. This presentation is designed for students in collegiate recovery programs who are considering additional academic training designed to lead to an advanced degree (master's/doctorate) in professions such as counseling, social work, and psychology. Topics such as how to identify possible programs, differences between disciplines, online vs. in-person programs, field placements, admission requirements, and the applicant process will be covered, with a question/answer period provided at the end of the presentation.

Live CEs: 1, Enduring CEs: 1

Incorporation of Occupational Therapy in a Recovery High School: A Novel Program, Lessons Learned and Future Aspirations

Victoria Garcia Wilburn, DHSc, OTR, Indiana University Indianapolis

Justin Phillips, Overdose Lifeline

Rachelle Gardner, Hope Academy Recovery High School

The purpose of this session is to provide a program description and supporting data to demonstrate that occupation-based interventions can be implemented in a recovery high school with a convenience sample of student participants. An occupational therapist, community health educator, and teacher co-facilitated a 30-minute twice weekly group over 11-weeks with a convenience sample of 12th grade students in an urban recovery high school. This session will detail the evidence-based interventions utilized by the collaborative team during each phase of the group program including narrative interviewing, reflective listening, goal setting, identity exploration, and occupational engagement. Participant attendance and satisfaction are reported, and methods of program assessment are described. This program description can be used to inform future research evaluating program efficacy.

Live CEs: 1, Enduring CEs: 1

Keynote: No Accommodations Necessary

Jarmichael Harris, East Carolina University

Keith Murphy, Rutgers University

Dr. Allison Smith, Louisiana Board of Regents

Joshua Redding, Virginia Tech

Dharma Mirza, Oregon State University

This year's closing keynote will address the role collegiate recovery has played in addressing the systemic barriers which have made collegiate recovery necessary while also discussing the impact collegiate recovery has played in upholding systemic barriers. Attendees will learn about the intersection between accessibility and policy in order to create more inclusive collegiate recovery communities.

Live CEs: 1.5, Enduring CEs: 1.5

Recorded Sessions - No CE Credit

ARHE Annual Member's Meeting

The ARHE Annual Meeting is open to current ARHE members only. Not sure if you are an active member? Email recovery@collegiaterecovery.org! Agenda items include annual elections, financial updates, remarks from the Executive Director and members of the Board of Directors, and what's up next for the Association.

Please note that this session is different from the Town Hall meeting which will be more discussion based and led by collegiate recovery staff.

Building Communities of Hope for Reimagining Recovery

Lauren Deperine, The Phoenix

Gavin Young, The Phoenix

Social connection and supportive communities are essential to helping people find long term recovery. By leveraging the transformational power of movement, connection and community, The Phoenix is revolutionizing personal growth for its participants, creating a movement that shatters stigma and changes hearts and minds about what is possible for those in recovery. In this workshop, you will learn why recovery-oriented communities are critical, how the Phoenix model drives personal transformation, and what impact this has on the recovery movement.

NOT FOR CE CREDIT

Resources for Starting and Growing Your APG

Heidi Cloutier, University of New Hampshire Institute on Disability Creating Connections NH

Creating Connections NH has developed a robust model for organizations interested in providing APGs in their community. We provide training for APG facilitators, coaches, and supervisors; technical assistance; and progress monitoring tools for organizations providing APGs. In this session we will share supporting documents, procedures and resources in getting started and growing your APG including resources for the overall organization, APG facilitators and coaches or supervisors. We will share documents Our team has created including Open House checklists, Referral logs & tracking systems, program planning tools, ethical case studies, and more!

NOT FOR CE CREDIT

ARS Welcome and Cohort Update

Opening session for the ARS conference.

Cooking Demo

Join this virtual cooking demo to cook alongside or watch and learn to make several simple dishes you can easily prepare at home. We'll feature a versatile "build your own bowl" packed with nutrition tailored for recovery – protein for rebuilding, antioxidant-rich veggies for repair, and whole grains for balanced blood sugar and mood stability. Plus, it's tasty, time-efficient, and budget-friendly. Bring your appetite!

For more information on all of the wellness options for the conference, be sure to check out our LinkTree!
<https://linktr.ee/WellnessActivites>

Stay Woke Give Back Virtual Tour: A Unique Opportunity for Recovery High Schools

Justin Michael Williams

On the STAY WOKE, GIVE BACK TOUR, Justin empowers students to take charge of their lives, and their physical and mental wellbeing with mass meditation at high schools and colleges, especially for students dealing with societal, personal, or family challenges. From growing up with gunshot holes outside his bedroom windows to sharing a stage with Deepak Chopra, Justin Michael Williams knows the power of healing to overcome. He grew up in a family riddled with Substance Use Disorder and has created a life of passion and purpose. He wants to share his gifts with as many recovery high schools as he can. Come and learn about his programming for the students at your school. His mission is to ensure all students, especially those dealing with systemic injustice, get the opportunity to thrive without cost or access posing a barrier.

NOT FOR CE CREDIT

Create the Company You Crave

Dan Renaud, BS, CAP, ICADC, Florida Recovery School

The challenge with recovery schools and programs like this in general, are the varying degree of recovery capital available to the program and the program participants. When setting out to create the recovery school here in northeast Florida, the first and most obvious challenge was the fact that not only were there no mutual support groups for adolescents, there was only one treatment center and it served a very small group of adolescents. So in order to have the program we wanted we would have to create it. That's what this talk will focus on.

NOT FOR CE CREDIT

Recovery High School Accreditation

Roger Oser, MAT, William J. Ostiguy Recovery High School

Recovery High Schools are built on a foundation of a unified education model of academics and recovery. During this session participants will learn about the framework used to successfully develop, implement, and improve upon this model through the lens of the accreditation process which consists of four major components: 1. School Organization 2. School Community 3. Recovery Practices 4. Education Practices. Participants in this interactive session will be provided with best practices, strategies, and specific guidance on how to use the Accreditation process to frame your school's continuous improvement process. This session will be equally useful for groups looking to start schools, newly established schools, or longstanding recovery high schools.

NOT FOR CE CREDIT

How to Start a Recovery High School from Scratch

Mary Fererri, Certified K-12 Physical Education/Health Educator, Emerald School of Excellence

Many people are intrigued, and a spark is started once they hear about what a Recovery High School is and can be. Often, it seems like an impossible task but I am here to tell you that where there is a will, there is a way. I was a coach and teacher in a traditional public school and left after 11 years to start a Recovery HS. I am here to share that you can make anything happen with perseverance, a willingness to learn, humility, and a focus on relationships. I will share some hard lessons along my journey, my 3 year journey to open, the first 2 years of operation, and what I wish I knew back then that I know now.

NOT FOR CE CREDIT

Virtual Roundtable: The Increasingly Global Footprint of Collegiate Recovery

Tim Rabolt, Executive Director, ARHE

Join in for an open discussion about the growth of collegiate recovery outside of the US. What was only a dozen programs just 10 years ago has turned into over 150 programs. Multiple schools in Canada and the UK as well as interest from parts of Australia, Africa, and Asia have us thinking: what's next and how do we get there?

NOT FOR CE CREDIT

Building a Statewide Recovery Community

Ashley Dickson, BS-HS, Tompkins Cortland Community College

Ashton Daley, Friends of Recovery-NY

Exploring the foundational aspects of a statewide coalition supporting youth and young adult recovery, this presentation will cover everything from connecting with other programs to creating individual supports. Youth Voices Matter - NY, (YVM, a 501(c)3), has created a statewide initiative to better support and create infrastructure for youth recovery. In partnership with collegiate recovery communities, starting with Tompkins Cortland Community College, this new program has already seen successful forward movement. YVM is the youth and young adult arm of Friends of Recovery New York. Tompkins Cortland Community College is a 2-year institute member of the SUNY school system.

NOT FOR CE CREDIT