

Leading Change and Increasing Awareness of Best Practice Supporting Recovery on College Campuses

Mitzi Averette, MSN, RN, CHSE, CNE

In November 2016, the Surgeon General of the United States released a landmark report about the issue of addiction in America in which experts compared the potential impact to the 1964 report on smoking (Sergel, 2016). The report provides specific examples of how "individuals, organizations, and communities can partner to lessen and eliminate substance misuse" (U.S. Department of Health & Human Services [USHHS], 2016, p. ii). One year later, president Donald Trump designated the opioid crisis to be a public health emergency (USHHS, 2017) and the President's Commission on Combating Drug Addiction and the Opioid Crisis (2017) unveiled a report that includes recommendations for large-scale prevention, increased access to treatment, and expanding "recovery supports." One successful community approach is already available on many college campuses nationwide, however, increased faculty awareness is needed.

Collegiate recovery programs (CRP) involve dynamic **peer-led** support systems designed to assist students in recovery (or who are seeking recovery) from substance use disorder. Despite more than 12-fold growth in the number of programs between 2006 and 2016 and research data showing successful outcomes (Laudet, Harris, Winters, Moberg, & Kimball, 2016), faculty awareness of CRPs on college campuses remains low. The Substance Abuse and Mental Health Services Administration (SAMHSA) held a summit in Washington, DC in June 2016 concerning the importance of **peer-driven** recovery support programs on college campuses (SAMHSA, 2016). At the time of the



summit there were 59 established programs in existence across the United States. As of September 2017, there were 200 programs in various stages of development and 95 programs that had obtained institutional membership with the Association of Recovery in Higher Education (ARHE, n.d.; Boyd-Austin, 2017). The first national Collegiate Recovery Conference was held in 2010 at Texas Tech University and ARHE was formally established in 2011 (ARHE, n.d.).

Research funded by the National Institutes of Health (Laudet et al., 2016) clearly indicates CRP initiatives demonstrate improved student outcomes and provide a much needed "safe harbor" for students attempting to navigate the "abstinent-hostile" environment of college campuses. Students participating in CRPs have better retention rates (91.8% vs. 80.8%) and statistically significant higher overall graduation rates (89% vs. 60.5%) than the general population of students (Laudet et al., 2016). There is also a drastic 15-year reduction of the "addiction career" of students involved in peer recovery support programs (Laudet et al., 2016).

The University of Southern Maine (USM) released a video in 2016 showing an excellent example of what is possible regarding awareness and support of CRPs. The Recovery Oriented Campus Center at USM video is less than three minutes long, but the message of support is clear from the president of USM as well as numerous faculty, administrators, and students from across campus (Recovery Oriented Campus Center at USM, 2016).

Many CRPs have expanded to include support groups for any student impacted by a family member, friend, or perhaps a college roommate struggling with substance use disorder. The Summer 2016 edition of *Recovery Campus Magazine* highlights the success of a program on a North Carolina college campus that supports students affected by addiction in their families and in close relationships (Allen, 2016). Almost everyone on a college campus is aware of the need for "safe zone" training for all staff and faculty – it is time to increase awareness of the need for "recovery zone" training (University of North Carolina Greensboro, 2016, August 30).

I was shocked to learn about my own lack of knowledge about CRPs after teaching in higher education for more than 15 years. Back in the mid-1990s I worked for an addiction treatment program in Georgia that specialized in providing comprehensive services for

continued on next page

Mitzi Averette, MSN, RN, CHSE, CNE, is Simulation Director and Assistant Professor of Nursing at Methodist University, Fayetteville, NC. She may be contacted at maverette@methodist.edu.

healthcare professionals struggling with substance use disorder. Although I have maintained an ongoing connection with many people who are in successful, long-term recovery, I had never heard about this important movement sweeping college campuses across the country. My awareness changed when I took a teaching position at a university with an active, successful CRP. My part-time work with the National League for Nursing brought me into contact with nursing leaders and faculty from across the country and I discovered that my lack of awareness was also a common problem among faculty.

This issue is important to me for several reasons. First, my son currently attends college and I am grateful his school has a CRP if he or any of his friends ever need peer support. Next, I have met some amazing young people who are clearly demonstrating that successful sustainable recovery is possible beginning at a very young age when recovery resources are available, especially on college campuses. I now regularly attend recovery advocacy events with a young man who has a history of addiction, including overdose, and just graduated with his master's degree in social work. He speaks openly about how much the "recovery zone" support of the CRP on his campus helped make this dream come true.

The National Council of State Boards of Nursing (NCSBN) (n.d.) has many resources available regarding substance

use disorder in nursing, and there are professional position statements geared toward the reduction of stigma for nursing professionals and students with substance use disorder (ENA/IntNSA, 2016). There are also many "Faces and Voices of Recovery" resources available (Mikhitarian, 2015) and SAMHSA's National Recovery Month website (SAMHSA, 2017) provides resources and information. I hope to see a growing number of nursing faculty and students become advocates and allies and join in the National Recovery Month celebration every September. **DN**

For more information, contact Mitzi at maverette@methodist.edu.

References

- Allen, K. (2016). The Ripple Effect of Addiction. *Recovery Campus Magazine*. Retrieved from <http://recoverycampus.com/ripple-effect-addiction/>
- Association of Recovery in Higher Education (ARHE). (n.d.). *The Collegiate Recovery Movement: A History*. Retrieved from <http://collegiaterecovery.org/the-collegiate-recovery-movement-a-history/>
- Boyd-Austin, A. (2017). What is Collegiate Recovery? *Recovery Campus Magazine*. Retrieved from <http://www.recoverycampusdigital.com/back-to-school2017/>
- Emergency Nurses Association (ENA) and International Nurses Society on Addictions (IntNSA). (2016). *Substance Use Among Nurses and Nursing Students*. Retrieved from <http://www.intnsa.org/resources/Documents/IntnsaEnaPositionPaper.pdf>
- Laudet, A., Harris, K., Winters, K., Moberg, P., & Kimball, T. (2016). *Collegiate Behavioral Health: Challenges and Outcomes for Students Enrolled in Collegiate Recovery Programs*. Retrieved from http://brsstacs.center4si.com/SAMHSA-National-Summit_Day1_19July2016.pdf
- Mikhitarian, B. (2015). *Many Faces, One Voice: Secrets from The Anonymous People*. Las Vegas, NV: Central Recovery Press.
- National Council State Boards of Nursing (NCSBN). (n.d.). *Substance Use Disorder in Nursing*. Retrieved from <https://ncsbn.org/substance-use-in-nursing.htm>
- President's Commission on Combating Drug Addiction and the Opioid Crisis. (2017, Nov). Retrieved from https://www.facingaddiction.org/wp-content/uploads/2017/11/Final_Report_Draft_11-3-2017.pdf
- Recovery Oriented Campus Center at USM. (2016). Retrieved from https://www.youtube.com/watch?v=EXIL9_W-14k&feature=share
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2017). National Recovery Month. Retrieved from <https://www.recoverymonth.gov/>
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2016). National Summit on Recovery Support in Collegiate Environments. Retrieved from http://brsstacs.center4si.com/SAMHSA-National-Summit_Day1_19July2016.pdf
- Sergel, R. (2016, Nov.). What the Surgeon General's Addiction Report Really Means – Addiction and pain experts discuss landmark report. *MedPage Today*. Retrieved from <http://www.medpagetoday.com/psychiatry/addictions/61554>
- University of North Carolina Greensboro. (2016, August 30). Recovery Zone. Retrieved from <https://shs.uncg.edu/srp>
- U.S. Department of Health & Human Services (USHHS). (2016, Nov.) *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health, Executive Summary*. Washington, DC. Retrieved from <https://addiction.surgeongeneral.gov/executive-summary.pdf>
- U.S. Department of Health & Human Services. (2017, October 27). USHHS Acting Secretary Declares Public Health Emergency to Address National Opioid Crisis. Retrieved from <https://www.hhs.gov/about/news/2017/10/26/hhs-acting-secretary-declares-public-health-emergency-address-national-opioid-crisis.html>



66th Annual Convention Preview

Gaylord Opryland Hotel and Convention Center

Nashville, Tennessee – April 4-8, 2018

How to Teach with Technology

Pre-Convention Workshop
for Faculty

Wednesday, April 4, 2017

8:30am–4:30pm
(Earn 6 contact hours)*

**Speaker: Jone Tiffany, DNP, MA,
RN, CNE, CHSE, ANEF**

Professor of Nursing, Bethel University; Technology Scholar in Residence, National League for Nursing

Nurse educators need to understand and use the power of technologies to prepare the next generation of nurses. This workshop focuses on using technology to enhance student engagement and learning in and out of the classroom. Significant time will be allotted to demonstrate and practice using the latest in low-cost and free educational technologies, including web-based resources, desktop resources, and online applications. With a concentration on practical knowledge and hands-on classroom experience, workshop participants will:

- Learn to apply at least one new technology skill to enhance teaching;
- Discuss ways educational technology can support instruction and student learning, not interfere with it;
- Demonstrate leadership by modeling the use of educational technology.

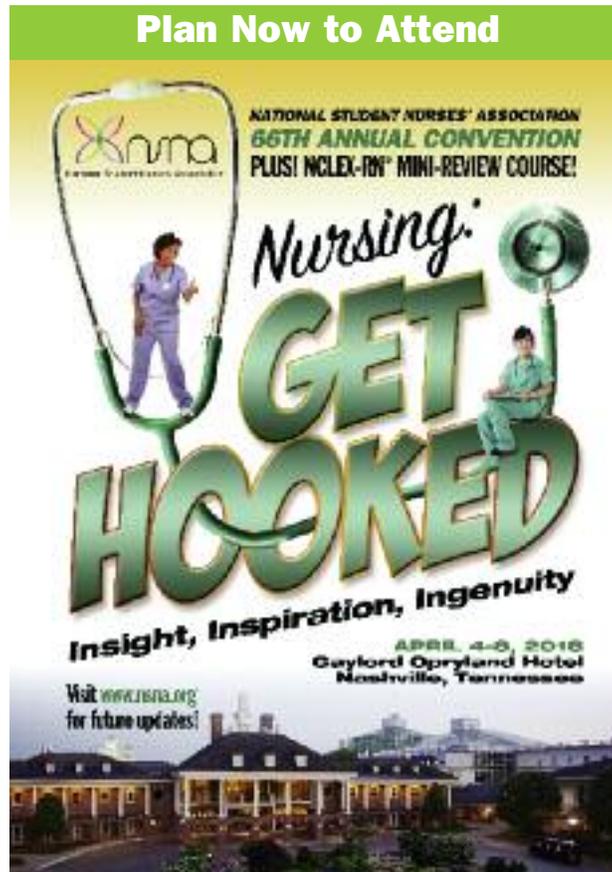
Participants are encouraged to bring their own devices.

Learning Outcomes

1. Discuss the benefits and challenges of integrating technology into learning activities.
2. Describe how emerging technologies can be used to engage student learning.
3. Demonstrate skills in using a variety of educational technologies.
4. Create a plan for how to utilize educational technologies in curricula.

* The NLN is an accredited provider through IACET. How to Teach with Technology workshop awards 6 contact hours/0.6 CEUs.

Plan Now to Attend



Pam Cipriano, PhD, RN, FAAN to Keynote 66th Annual NSNA Convention

Pam Cipriano, PhD, RN, FAAN, past NSNA President, will keynote the 66th Annual NSNA Convention. Dr. Cipriano is the 35th president of the American Nurses Association (ANA), the nation's largest nurses organization representing the interests of the nation's 3.4 million registered nurses. A distinguished nursing leader, Dr. Cipriano has held executive positions in healthcare systems, academia, and national professional organizations throughout her career. In 2015, she was named one of the "Top 100 People in Healthcare" and one of the "Top 25 Women in Healthcare," both by *Modern Healthcare* magazine.

NSNA Leadership University Faculty Advisor and State Consultants Workshop

The Leadership U Certificate Program, offered at the NSNA Annual Convention and MidYear Conference, is specifically tailored to enhance the experience and

effectiveness of state consultants and school chapter advisors. You'll learn about the qualifications necessary for state consultant and school advisor roles as liaisons, advocates, role models, and mentors. Earn 4.25 contact hours during the program with speakers Dr. Diane Mancino, NSNA Executive Director; Dr. Cheryl Taylor, NLN Appointed Consultant; Rosemary Mortimer, MS, MED, RN, ANA Appointed Consultant; and Dev Persaud, MA, NSNA Director of Finance and Administration.

Breakfast and NCSBN Update

On Friday, April 6, 2018, faculty attending the 66th Annual NSNA Convention will receive updated information from speaker Nancy Specter, PhD, RN, Director of Regulatory Innovations, National Council of State Boards of Nursing, to share with other faculty and students. Available resources as well as NCSBN's educational initiatives, research agenda, and regulatory initiatives will be discussed. Breakfast will be served; this event is sponsored by the National Council of State Boards of Nursing, located in Chicago, Illinois.

continued on back page

Volume 39, No. 1-2 • Fall 2017

Editor

Diane J. Mancino, EdD, RN, CAE, FAAN

President, NSNA

Jennifer Kalenkoski

Executive Director

Diane Mancino, EdD, RN, CAE, FAAN

Art Director

Jack Bryant

Managing Editor

Sarah Black

Layout and Design Specialist

Darin Peters

Publisher

Anthony J. Jannetti

Advisory Board

G. Rumay Alexander, EdD, RN, FAAN

Michael L. Evans, PhD, RN, NEA-BC, FAAN

Florence L. Huey, MS, FNP

Mary P. Tarbox, EdD, RN

Rebecca M. Wheeler, PhD, RN

Dean's Notes is indexed in Cumulative Index to Nursing & Allied Health Literature.

Dean's Notes is published five times a year (September/October, November/December, January/February, March/April, and May/June) by Anthony J. Jannetti Inc., East Holly Avenue, Box 56, Pitman, New Jersey 08071-0056. Telephone 856.256.2300. FAX 856.589.7463. All rights reserved. No part of this publication may be reproduced without the express written permission of the publisher. Address changes should include mailing label and be forwarded to the publisher.

Anthony J. Jannetti, Inc.
East Holly Avenue, Box 56
Pitman, NJ 08071-0056

CHANGE SERVICE
REQUESTED

PRSRST STD
US Postage
PAID
Deptford, NJ
Permit #142

© Anthony J. Jannetti, Inc., 2017



www.facebook.com/NSNAinc



www.twitter.com/NSNAinc

continued from previous page

Volunteer in the Career Planning Center

Volunteers are needed in the Career Development Center at the 66th Annual NSNA Convention, April 4-8, 2018, in Nashville, Tennessee, to review resumes and talk with students about their future career plans. If you are available to volunteer during the exhibit hours, visit <https://form.jotform.com/nsnainc/career-counseling-center-volunteer>. You can also sign up at the MidYear Conference in the Faculty Lounge. Faculty will receive a rebate up to 30% for convention registration for the time they spend assisting students in planning their nursing careers. The rebate does not apply to the pre-convention workshop.

Share Research, School, and State Projects

Develop a poster with other faculty members and/or students for display during Project Showcase which takes place in the Exhibit Hall during the exhibit hours on Thursday, April 5, Friday, April 6, and Saturday, April 7, 2018. Joint faculty and student submissions are welcome. The topic of the poster should be of interest to faculty and students in attendance, and should be adaptable for display on a pin-up board. The purpose of Project Showcase is to foster the sharing of information and education.

For more information and convention updates,
visit <http://nsnaconvention.weebly.com/>

