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**COLLEGIATE RECOVERY PROGRAMS SERVING AS AN OPPORTUNITY
FOR STUDENT AFFAIRS**

by

Marium Waqar

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
Rowan University
September 7, 2022

Thesis Chair: Stephanie Lezotte, Ph.D., Assistant Dean, School of Graduate Studies

Committee Members:

Drew Tinnin, Ed.D., Associate Vice President for Student Life, Student Affairs
Tyrone McCombs, Ph.D., Associate Professor, Educational Services and Leadership

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Dedication

I would like to dedicate this manuscript to Mark who is the individual behind the motivation and inspiration for the thesis. He has shown me that no matter what, there is always a light at the end of the tunnel. You have inspired me to advocate for students in recovery and bring awareness to the stigma society has for addiction. You have taught me through your recovery that even at the lowest point of your life, you can get up and keep going. Thank you for showing me that no matter what life throws at me, I can do it, and nothing is impossible.

Acknowledgements

I would like to express my gratitude to my thesis chair, Dr. Stephanie Lezotte, who has constantly shown me support through this process. I would not have been able to make it this far without her support.

I would also like to express my gratitude to my younger sister who has been my biggest fan from day one and has supported me throughout my master's program. She has always told me that I can do anything I set my mind to and how I should always do what makes me happy. I am in this program because of her love and continuous belief that I can do it. Thank you for being my biggest fan and the reason why I am who I am today.

Abstract

Marium Waqar
COLLEGIATE RECOVERY PROGRAMS SERVING AS AN OPPORTUNITY FOR
STUDENT AFFAIRS
2021-2022

Stephanie Lezotte, Ph.D.
Master of Arts in Higher Education

The purpose of this study was to investigate the current Collegiate Recovery Program (CRP) at Rowan University and the effects it had on the recovery student population. The study was designed to ask questions that would yield results about the effectiveness of the current CRP on Rowan's campus. Previous research indicates a need for more awareness about CRPs, and professionals in higher education need to be knowledgeable about students in recovery and their invisible disability. Findings suggest some Rowan students in recovery do not feel supported on campus, but many of them are not even aware of the resources that Rowan University offers to those struggling with addiction.

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Chapter One

Introduction

Overview

Collegiate Recovery Programs (CRP) have suffered for many years from a lack of attention in higher education. There is a stigma associated with the term *addict* and many students in recovery are hesitant to pursue an education due to being discriminated based upon their past. Kollath-Cattano et al. (2017) discuss how a lot of attention is given to students' mental health and students with disabilities. However, addiction recovery is an area that has been constantly neglected and needs more research.

Statement of the Problem

Laudet et al. (2016) discuss how students who are in recovery have a difficult time transitioning to the college lifestyle without a proper CRP in place to provide the needed support. Many students in sobriety rely on the help provided through CRPs for them to meet their academic goals. Laudet et al. (2016) mention how there are many established CRPs on university campuses, but not all of them meet the goals they advertise. Administrators in higher education can use this study's findings as an opportunity to increase their knowledge and make improvements to their own campus' CRP.

Significance of the Problem

Without a proper CRP in place, students in recovery will not be able to attain their educational goals. Laudet et al. (2016) discuss how lack of support can cause students in sobriety to relapse at a faster rate. Successful CRPs on campus provide a safe space for

students in recovery and a channel for them to gain the support they need to be successful.

Purpose of the Study

This study investigated the current CRP at Rowan University and the effects it had on the recovery student population. The study was designed to ask questions that would yield results about the effectiveness of the current CRP on Rowan's campus. Previous research indicates a need for more awareness about CRPs, and professionals in higher education need to be knowledgeable about students in recovery and their invisible disability.

Assumptions and Limitations

Although there are limitations regarding students potentially not responding due to stigma, findings can be inferred that assess the effectiveness of Rowan's current CRP.

Operational Definitions

1. Recovery: abstinence from the use of substances in the category of drugs and alcohol (Kollath-Cattano et al. 2017).
2. CRP: Campus Recovery Program which includes initiatives to aid students in recovery (Laudet et al. 2016).

Research Questions

Some of the questions the study investigated include:

1. In what ways does the structure of a CRP at Rowan University meet the required standards of an effective CRP?
2. What are some benefits from the current CRP in place?
3. What areas of the current CRP can use improvement?

4. How has a CRP affected academic goals?

Organization of Remaining Chapters

Chapter two will discuss a literature review and synthesis of the current knowledge on CRPs followed by the methodology of the study in chapter three. Chapters four and five will focus on the findings of the study, discussion, conclusions, and recommendations for future research.

Chapter Two

Literature Review

Introduction

Institutions across the country offer support and services to students to help them meet their educational goals. However, support for the student population in recovery from drug and alcohol addiction is neglected and overlooked. Campus Recovery Programs (CRPs) are in place at universities to provide support catered specifically to those students in recovery. With the rising numbers of recovery students attending college, the need for effective CRPs to be in place is in great demand. DePue & Hagedorn (2015) discuss how these programs provide a “safe haven” for students in recovery to pursue their educational goals and provide the support they need. There are several ways to implement an effective CRP. However, Perron et al. (2011) discuss how the majority of the current ones at institutions are not meeting their goals due to a poor structure of the program. This further affects students in recovery pursuing a college education. CRPs need to be more effective in providing students in recovery the proper support they need to be successful in college. This literature review will analyze the concept of CRPs and what is currently known about them and discuss strategies that aid in running these programs more efficiently.

What Defines the Student Population in Recovery?

A student who identifies as being in “recovery” refers to them abstaining from the use of drugs and alcohol (DePue & Hagedorn, 2015). They have a past dependency on these substances and were required to attend formal treatment at facilities to obtain the professional support they need. These students have a history with substance use

disorders (SUD) and have adopted a lifestyle of “living clean” and recovering from past addictions. They believe that recovery is not just abstaining from substances, but also from negative mindsets (DePue & Hagedorn, 2015). Recovery requires having a positive outlook on life and embracing personal growth. Recovery is not a cure but rather a process requiring support to avoid relapse. Recovery students have a past where these substances were an addiction that prevented them from living a safe and healthy lifestyle. DePue & Hagedorn (2015) discuss how support is critical during the early recovery stages because “cravings” have a higher tendency to occur frequently. A healthy support network is needed so relapse can be avoided.

It has been estimated that one in six students attending college meet the criteria required for them to be considered in recovery (Toney et al. 2018). For students to fall into this population, they had to have received past formal treatment at the proper facilities. Toney et al. (2018) mention how this period can last anywhere from a few weeks to a couple of months. Once that period is over, they begin their journey to living in sobriety. The process after treatment is what requires crucial support because this is when relapse rates are the highest (Toney et al. 2018).

Recovery students are in a constant need of support that will help them sustain their recovery and thrive in a healthy environment. Historically, college is not perceived to be a “sober” experience, and temptations exist that make it harder to achieve sobriety. However, with the proper support available, the college experience can easily be attainable by students in recovery. This can only occur if the students in this population have support catered and unique to their needs so they are able to meet their educational goals.

What are Collegiate Recovery Programs?

CRPs as defined by Laudet et al. (2016) are in place to provide students in recovery the support they need to be successful in college. Laudet et al. (2016) discuss how CRPs provides an alternative social environment and freedom to have the college experience in a sober environment. These programs provide students the tools they need to meet their educational goals (Laudet et al. 2016) and build a support network with peers and mentors (Reif et al. 2014). Bell et al. (2009) mention how CRPs also provide a positive outlet for recovery students to have a social life and avoid the temptations of the party life on college campuses. Every institution runs their CRPs differently and the way they are run determine their success or failure.

Criticisms of Current Collegiate Recovery Programs

Existing CRPs often have flaws that prevent them from meeting the goals they are meant to provide. Many institutions who do have CRPs implemented are missing the criteria needed to be ran successfully. Kollath-Cattano et al. (2017) discusses overall flaws with CRPs that include not having an adequate support system in place, not having an active CRP implemented on campus, and no financial support.

Because CRPs need to be catered specifically to the needs of recovering students, Kollath-Cattano et al. (2017) suggest support should be offered at the administrator and peer level. Having a balance between the two provides an environment where students can make social connections and not feel isolated. Administrators need to educate themselves to better assist students in recovery (Perron et al. 2011). Students in recovery have specific needs and without a solid understanding it becomes difficult to provide support.

Another flaw discussed by Kollath-Cattano et al. (2017) is that several institutions do not have CRPs implemented and consequently have to refer their students to off-campus services. This is a major concern for colleges for several reasons. Institutions that do not have a CRP in place are not only losing on potential student enrollment, but this also takes away from the “accommodation” component of an institution. Colleges should be structured to be diverse enough to provide students with support in all kinds of areas. If a student attends an institution shortly after formal treatment, they will need a support in place on-campus to ease with that transition. In addition, the lack of a CRP as a support network can cause relapse to occur and not allow recovery students to attain the education they desired (Kollath-Cattano et al. 2017). Institutions implementing CRPs on their campuses need to ensure that students in recovery have a place for a drug-free lifestyle.

Financial support is another flaw discussed by Kollath-Cattano et al. (2017). It is needed in order to run these programs efficiently. Universities need to seek federal and state aid to be able to provide these students the support they need. They might also not have enough funds to support funding the tools they need. Some institutions will provide aid to run these programs, but a lot of collegiate recovery programs rely on student-based support. CRPs run by the students themselves can be risky because it puts a financial burden on them. Students often depend on conducting fundraisers, which have an unpredictable outcome. This can be problematic because if neither the university nor student group can provide support, then CRPs cannot run successfully.

Components of Successful CRPs

Laudet et al. (2016) discuss how in order to have CRPs run successfully on campuses, colleges need to have the essential components of recovery in place. This includes having 12-step meetings, substance-free social events, sober-living housing, counselors on campus specializing in addiction treatment, advising tailored to needs, and a recovery center on campus (Laudet et al. 2016). Institutions that do not implement a majority of these components will struggle with providing adequate support students in recovery need. Having those factors built into CRPs allow them to be more effective in accomplishing their purpose.

One of the popular recovery models discussed by Donovan et al. (2013) is the 12-steps which was originally derived from its founder, Bill Watson. Alcoholics Anonymous (AA) adopted the model and it soon became teachings for the entire process of recovery. Donovan et al. (2013) discussed how the 12-step recovery model serves as the structure of sober living, which has a spiritual background originally rooting from Christian inspiration. It was meant to provide support for those recovering from addiction and a desire to seek support from a higher power and peers as well. Over time, the 12-steps have developed into a big book that was considered the Bible of recovery (Donovan et al. 2013). Those that were unable to attend AA meetings had the book to use as a guide for support. Those in recovery from drugs and alcohol heavily rely on the 12-steps to engage in positive behavior and live a healthy lifestyle. Recovery students need 12-step meetings as a component of support since it serves as the guidebook for them. Providing space for those meetings on campus also allows for a healthy outlet of feelings.

Perron et al. (2011) discuss the need of proper support to be offered from professionals who are specifically trained in addiction treatment. Students in recovery cannot go to counselors who do not specialize in addiction treatment because there is a different level of understanding required. Perron et al. (2011) discuss how those individuals have to be trained specifically in the background of substance abuse. Many institutions do not have such counselors available on campus (Perron et al. 2011) and thus many students in recovery feel as if they do not have a mentor or an administrator to communicate with. Perron et al. (2011) suggest that having trained professionals will help these students stay on track and have a support network.

Substance-free social events, sober-living housing, and a center for recovery on campus are all factors that recovery students need to have a college experience tailored to their needs. Misch (2009) emphasizes that having those social events where students can engage with peers who live the same lifestyle will allow them to make connections and not feel isolated. Misch (2009) also mentions how sober-living housing is also crucial for students to have a safe space they can live in. Scott et al. (2016) discuss the need for a common center for recovery to be in place on campus. This allows students to be assured they have a place on campus they know is a central location for any support they need. Scott et al. (2016) discusses how this center should be a communal place between addiction treatment counselors, space for 12-step meetings, and a place to hold social events. This should be the “student center” specifically for students in sobriety (Scott et al. 2016).

Sober-Living Campus Communities

It is crucial for students in recovery to attend an institution where they feel comfortable residing. The college culture glorifies partying as the only means of a social life and comes with the pressure of drinking. Kollath-Cattano et al. (2017) discuss how sober living campus communities is an area overlooked in the department of residential life. They emphasize how students in recovery need to be in a living space where they feel safe and free from any temptations (Kollath-Cattano et al., 2017). Some of the concerns with current sober communities including students not being informed of such support options existing, lack of marketing from schools that do offer this housing option, and the majority of institutions not providing this as a housing option (Kollath-Cattano et al., 2017). Universities must properly advertise support services such as sober-living communities on a public platform. Administrators need to work with the residential life departments to coordinate different marketing strategies to better inform their student population.

A lot of institutions do not have sober living communities in place to begin with. Part of this problem discussed by Kollath-Cattano et al. (2017) is universities feel like they do not have a large enough population group to have such living spaces in place. This is where marketing strategies are crucial because if students are not informed about such options, then the need for such support systems will not be apparent. Kollath-Cattano et al. (2017) discussed how it is crucial for administrators to identify the student population in recovery so they can better design a plan on how needs can be met. But many institutions do not have any methods to identify demographics of how many attending students are in sobriety. Having a plan in place to survey the student population

will allow institutions to create and improve CRPs. Sober-living communities as discussed by Kollath-Cattano et al. (2017) are a large part of the support system especially since that is where students live and what they call their home. With proper advertising and the realization that a proper learning community needs to be in place, recovery students can feel like they have a safe place to sleep at night. Although sober-living communities are crucial, they are unfortunately uncommon in higher education institutions.

Standards and Recommendations for Institutions

The Association of Recovery in Higher Education (ARHE) is a national organization that represents the recovery community and those students who choose to live a substance-free lifestyle. They can provide the resources and education institutions need to support this population of students on their campuses. For those colleges and universities that do not have a CRP established, ARHE provides structure and criteria to support them in getting started (Association of Recovery in Higher Education, 2022). There are several standards they have listed to have an effective CRP. These criteria include the following:

1. Physical space dedicated for students to gather and support each other;
2. The CRP itself has a community of recovery students who can support each other and allow for a sense of belonging;
3. The CRP has a variety of resources and support services for those students. This includes a variety of things like 12-step recovery meetings, seminars about relapse and preventing relapse, training on skills like financial

management, academic support, financial assistance, community building activities, recovery-based housing, etc;

4. The CRP is run by professionals who are trained to support students in recovery;
5. The CRP collaborates with off campus partners who can provide further support for substance abuse awareness (Association of Recovery in Higher Education, 2022).

Although this is not a comprehensive list from ARHE, it is sufficient to show what the standards and expectations should be for an institution to evaluate the program they have established (Standards and Recommendations, 2020).

State Law in New Jersey on Campus Recovery Services

In 2015, New Jersey Senators Peter J. Barnes, III and Joseph F. Vitale proposed a bill that would mandate institutions to provide services and programs to help students in recovery remain substance-free so they could have access to the appropriate services needed to be successful (Stirling, 2015). According to the bill, college campuses would be required to offer a sober-living option if twenty-five percent of their student body lived on campus (New Jersey Senate Democrats, 2015). Senator Barnes stated how other universities in New Jersey should follow the lead of Rutgers University and William Patterson University that had taken the lead in recovery housing and services for students in sobriety (New Jersey Senate Democrats, 2015). In August of 2015, former New Jersey Governor Chris Christie officially signed Bill S-2377/A-3719 that made it mandatory for New Jersey college campuses to offer sober-living housing to their student population.

A recent study conducted at Rowan University investigated whether enough was being done to support students in recovery (Simonetti, 2022). Her results showed that 40.7% of participants surveyed had no knowledge of recovery resources offered at Rowan University. Simonetti's (2022) recommendations included improving advertisements and examining the structure of the current CRP at Rowan University.

Conclusion

Sober living has a stigma in society that does not get much attention, nor do many people take the time to educate themselves on the topic. Therefore, students in recovery struggle to acquire a college degree and get that experience (Kollath-Cattano et al. 2017). There is a fear associated with being judged and discriminated against. The college culture does have a party life-style theme, but that should not stop anybody from pursuing their education. CRPs are essential for students in recovery to meet their educational goals. Laudet et al. (2016) discussed how they provide a "safe place" and make pursuing college a possibility. Having CRPs in place give students in recovery a support network, a social environment in line with their lifestyle, and a more enhanced college experience Laudet et al. (2016). This is an area of opportunity for student affairs, and by giving attention to reforming this area, the higher educational system will be strengthened.

Chapter 3

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro, New Jersey. This location is also considered the main campus. The institution was founded in 1923 which initially started off as a school to prep teachers (Rowan University, 2021). Over the years it transformed to now a national Carnegie-classified research doctoral university (Rowan University, 2021). It is constantly ranked by the U.S. News & World Report as one of the most prestigious public research universities in the country (Rowan University, 2021). Rowan University has a major focus on being a leader in research as well as providing an affordable high-quality education at the same time. They are well ahead in their innovation goals by being one of three institutions in the entire country to offer both M.D. and D.O degrees (Rowan University, 2021).

The growth is exponential for Rowan University and for the second year, The Chronicle of Higher Education ranked the university as the 4th fastest growing public doctoral research university in the country (Rowan University, 2021). The estimated sponsored annual research grants they receive is around \$45.3 million which allows them to carry out their goals and develop effective tools to conduct research (Rowan University, 2021).

The study was a qualitative analysis (McMillan, 2016), specifically using a phenomenological approach (McMillan, 2016). This method focuses on the experiences of participants and the meanings they perceive for their experiences (McMillan, 2016). The approach is fitting because the study's main focus was to investigate the role of

current CRPs and the effects they have on students in recovery. It examined their experiences in relation to the research questions and how they define those experiences. The goal of a phenomenological study is to focus on real life experiences and yield data that will strengthen the understanding of the topic being researched (McMillan, 2016). The nature of this study aligned appropriately with the topic being researched.

Study Purpose

The purpose of this study was to examine the role of a Campus Recovery Program at Rowan University and its effects on students in recovery. The current CRP was examined and evaluated to see if it is effective in its goals for students. Some of the research questions asked included:

1. In what ways does the structure of a CRP at Rowan University meet the required standards of an effective CRP according to the Association of Recovery in Higher Education (ARHE)?
2. What are some benefits from the current CRP in place?
3. What areas of the current CRP can use improvement?
4. How has a CRP affected academic goals?

These questions provided answers to existing research done on CRPs along with highlights and areas of improvements. The results gathered from this study will benefit institutions in higher education by providing strategies to strengthen their CRPs.

Population and Sampling

The population sampled was students who are in recovery on Glassboro's campus. This included students of all disciplines and academic backgrounds. However, this study only applied to students currently active in recovery thus excluding any other

population type. Criterion sampling was used to ensure all participants meet the criteria for the study (McMillan, 2016). This type of sampling establishes specific traits or characteristics participants must possess to give the needed data (McMillan, 2016). This type of sampling also allows the subjects participating to have adequate knowledge on the topics being researched (McMillan, 2016). Participants also identified as being currently active in recovery and sober living. They were currently enrolled in Rowan University and have been attending the institution for the duration of at least one semester. This provided participants with the minimal campus experience needed to develop an opinion on CRPs. As stated before, one of the main components for qualitative research is the participants providing detailed information about the topic research is being conducted on (McMillan, 2016). To ensure this, approximately 17 students were enrolled which provided flexibility to interview each individually. However, the entire population at Rowan University was used to select a sample to provide those sufficient results. Each participant was also asked to sign a consent form approved by Rowan's IRB.

Data Instrumentation and Collection

The type of data instrumentation utilized in this study was interviewing subjects individually (McMillan, 2016). This type of instrumentation was semi-structured and provide answers to questions that were directly related to the research topic (McMillan, 2016). Interviews provide data from participants that are composed of their personal experiences, directly relating it to a phenomenological approach (McMillan, 2016). 2016).

The questions were directly related to CRPs and each individual's experience with it. The interviews were conducted over zoom. The interview questions are provided in an appendix for reference.

An IRB (Institutional Review Board) consent form was completed by each participant approved through the system at Rowan University. This form provided consent to audio and recording. The participants had no costs to them nor were they provided any form of compensation. There was also minimal risk of any harm that occurred from participating in the study. All of the questions asked in the interviews were optional and all answers will remain confidential. My personal contact information was also be provided in the event a participant would like to discuss their responses in more detail. Faculty in the Masters in Higher Education Program will be given access to the data collected.

Data Analysis

The qualitative data was coded into "families" that will aid in organizing the data based on the answers provided (McMillan, 2016). There are major codes along with subcodes which provides a bigger picture of the data (McMillan, 2016). Subcodes are successful in determining the effect CRPs have on students in greater detail. Validity was ensured by peer debriefing and researcher reflection (McMillan, 2016). Peer reflection allowed the results to be reviewed by another member with several years of experience and knowledge on the topic being researched (McMillan, 2016). Researcher reflection will allow credibility to be established by examining any biases (McMillan, 2016). The data gathered from the study (written and audio) is stored on a personal computer that

provides access to myself only. Answers to the interviews are analyzed by categorizing the responses and gathering common themes (McMillan, 2016).

Chapter 4

Findings

Rowan University has a recovery living learning community (LLC) in place for those students who choose to live the substance-free lifestyle. On their Residential Learning and University Housing Website, they mention that an LLC is offered for students who are in sobriety (Living Learning Communities, n.d.). The Health & Wellness Center at Rowan also offers alcohol and other drug services (AOD). On their website, they offer directions on how to get a screening, therapy, and treatment (Alcohol and Other Drug (AOD) Services, n.d.).

When this study was started, there was no concrete information in place about what recovery services Rowan University offers. As the study progressed, Rowan University started to make their CRP efforts more structured. This was achieved by collaborating with the Health and Wellness Center at Rowan University and working with a dedicated alcohol and drug addiction counselor (Alcohol and Other Drug (AOD) Services, n.d.). The counselor was eager to read this study's findings, as it is an area where support was needed. With collaboration, more structure was brought into place at the conclusion of the study. For example, more effective methods of advertisement were discussed along with additional off-campus partner collaboration. Some of the CRP improvement efforts overlap with data collection conducted for this study, and findings should be interpreted with this in mind.

This study found that students who identify as actively being in recovery did not feel supported by the current CRP established at Rowan University. Throughout the interviews, most of the participants had similar responses that created common themes.

Students provided direct quotes and statements that provided more insight into the CRP at Rowan University and suggestion for further improvements. The research questions that were investigated in this study include:

1. In what ways does the structure of a CRP at Rowan University meet the required standards of an effective CRP according to the Association of Recovery in Higher Education (ARHE)?
2. What are some benefits from the current CRP in place?
3. What areas of the current CRP can use improvement?
4. How has a CRP affected academic goals?

There were several themes found across the answers in response to the interview questions. They included the following:

1. More frequency to the occurrence of 12-Step Meetings
2. Advisors who are aware of students needs and can provide resources to support with academic goals
3. More advertisement: there doesn't seem to be much information that the institution even offers a CRP on campus
4. More counselors who have specialized in addiction
5. Participants stated that they felt the CRP at Rowan University was not set up in a way that supports the sober-living lifestyle, thus making it ineffective.

Table 1

Common Themes Found Across Interview Responses

Common Themes

1. More frequency of 12-Step Meetings
 2. Aware advisors
 3. More advertisement
 4. Counselors specialized in addiction
 5. Ineffective current CRP established
-

Analyzing the themes among interview responses allows for administrators to look at the needs of students and what they need to be successful on campus. This also allows the institution to look at where there needs to be improvement and what areas for a CRP need more attention. These themes are also components of successful CRPs established across the country. CRPs have a strong foundation consisting of these themes, and the study findings provide insight where the CRP at Rowan University can use improvement.

More Frequency of 12-Step Meetings

One student stated, “12-Step meetings are what keeps me grounded and provides support when I am having a rough day.” This student specifically mentioned how they heard the meetings had just begun but it was never a thing before and there needs to be more frequency to when they occur. When it comes to asking for more of a frequency for the 12-step meetings, this is in relevance to having consistency. Having these meetings occur only once a week does not prove it to be effective because students in recovery need more of a daily support system than a weekly. The content that is provided in these

meetings is reinforcement for concepts that need to be provided more than a weekly basis to prove any type of positive influence.

Another key to having effective consistency is ensuring there are appropriate times available for all students to attend. Keeping into consideration students have different schedules, it is key to having diverse times during the week along with the frequency of the meetings. This can even include offering accessibility for students on zoom who are unable to attend in person. This will allow meetings to be accessible for all individuals regardless of where they are. One student had stated that providing the hybrid flex option will attract more individuals because it allows for more open availability for students to attend.

Students mentioned how they understand one concern administrators might have is the hesitancy to have frequency if there is not a demand in place. However, if more frequency and flexible options are offered, that will attract a larger crowd because there is now more than one day and time for them to attend. Not having flexible options will attract a smaller crowd, therefore its best to provide multiple options.

Aware Advisors

Advisors who are aware of students who are in recovery can be an aid in providing the support to be successful with their academics. One student stated how their advisor knew about their journey in recovery and did not do anything extra to support them further. It was not so much that the advisor was intentionally unsupportive, but more so that they did not know what resources to provide since the concept was unknown to them. Students stated how being in recovery requires them to need extra support and resources that a student who is not in recovery. This requires advisors and staff to go an

extra step beyond what they would normally do. Students also mentioned that there are not enough resources and knowledge offered for the student and staff community in general to have awareness and eliminate the stigma. This is an area higher education administrators can look to improve upon in terms of providing methods information can be spread to raise awareness.

A key component to ensuring we have aware advisors is to ensure there is a training program in place for staff so that they have the necessary knowledge they need to be able to provide the appropriate support to students in recovery. One student mentioned that their professor mentioned to them how they are not trained at Rowan University in this area and would love to receive more knowledge about it. The professor stated that a structured training program is not always needed, but even simpler trainings are helpful for them to be able to provide support, trainings such as identifying key behaviors students in recovery might exhibit. An example of this is when a student relapses, they might not show up to class, miss homework assignments, and cause behavior that would provide a reason for concern. If a staff member is trained to identify certain behaviors in those students, they are more able to provide appropriate accommodations.

More Advertisement

Most students stated how they need more advertisement to know that a CRP is offered on campus. One student directly quoted, “How are we supposed to know what help is available when it has never been advertised?” This theme was significant across the results because it seems to be the core problem of students in recovery feeling unsatisfied. Effective advertisement, especially at the college level, is significant because that is the method crucial information is relayed to students. This also needs to be diverse

with how the information is relayed. For example, there needs to be email, poster boards, social media, etc. There needs to be more than one form of advertisement, so we know that students are getting exposure by different means. This way if a group of students don't check their emails, but check social media, that population is covered.

Another key to effective advertisement is ensuring all high foot traffic points on campus have some form of information for the program. This can be in a lobby for residential halls, when students enter the cafeteria, main entrances when entering all buildings for classes, etc. By having advertisement in areas like these, administrators can feel confident that a good number of students have access to the information. Gaining knowledge of where we know students gather the most will be key to ensuring advertising gets across appropriately.

Rowan University can use advertisement as an opportunity because the current approach is not sufficient as reflected by the data. The advertisement that existed on the website for Health and Wellness at the time of data collection was not in depth and could use more content to show what Rowan offers to the recovery community. The website offered resources about those struggling with substance abuse, but again it needed to be more structured and detailed (Alcohol and Other Drug (AOD) Services, n.d.). The housing website had one sentence explaining they offered the LLC but there was no in-depth information and specifics (Living Learning Communities, n.d.). As stated previously, there should be various models for advertisement and not just one. Advertisement in general, if done appropriately, can help target the right audience and lead to growth in achieving goals. Not only does appropriate advertising provide

information, it also engages the student because they are taking time to understand why it would be worth their time.

Additional Counselors and Health Center Staff Specializing in Addiction

Another common theme was students in recovery stating they needed more counselors and staff who specialize in addiction. Rowan University does have one counselor on campus who specializes in drug and alcohol addiction (Alcohol and Other Drug (AOD) Services, n.d). Addiction is an area that is unique in mental health support and professionals need to be trained appropriately to provide that needed support. A few students stated how having more than one counselor who specializes in addiction, as well as trained staff, helps them receive support tailored to their addiction needs. These students felt that by achieving this they can feel like they more professionals have an understanding about their needs. A good asset on campus is to have multiple counselors who have been through the recovery process or are actively in the recovery process so they can provide that tailored support that students need. This allows students to establish a connection on a deeper level and have more than one professional who can understand their needs. These trained individuals are also able to relay necessary information to staff and faculty about the student which can aid the staff in accommodating the needs students in recovery may need. Counselors specializing in addiction can also be in the role of a mentor and aid in situations an advisor may not necessarily be able to. They can help students navigate through the recovery process and listen for any causes of concerns that could arise throughout the school year. They can also provide academic support because again they have a common theme established in their relationship.

Ineffective Current CRP

Several students felt that the CRP in place at the time of data collection failed at supporting students with a sober-living lifestyle. They felt a combination of factors went into that theme, but the main component was that it was poorly structured, making it ineffective. Structure involves a lot of components that fit into all of the themes listed above. For example, if more 12-step meetings are held, it provides more of a structure and effectiveness of the program. One student mentioned that a reason for a poorly structured CRP is because the administrators are hesitant to provide resources because of a potential lack or demand for it. However, if a university does not provide the resources, how can they conclude that there is not a demand for it? This also ties into the theme of effective advertisement so students in recovery know that these resources are available on campus. If advertisement is done correctly then the desired population can be gathered to provide the necessary resources.

Another key to building an effective CRP is to gather suggestions from the individuals who are experiencing the process-the students. By asking students about their needs and what they would like to see more of, a more effective structure can be established with components that are tailored to the needs of the students. One student stated, "I would love for Rowan to ask us what we need to be successful on campus or need in a recovery program to work well." This statement shows that by asking the target population what they need, a tailored CRP can be established.

Chapter 5

Summary, Discussion, Recommendations, and Conclusions

Overall, the purpose of this study was to investigate the current CRP at Rowan University and the effects it has on the recovery student population. The study was designed to ask questions that yielded results about the effectiveness of the current CRP on Rowan's campus. The study found that there needs to be a more effective CRP in place at Rowan University to support students in recovery. The program in place at the time of data collection during this study did not adequately provide the support that students in recovery need to be successful. The structure needs to be reevaluated to involve the key components necessary for student success. This study provided input from students in recovery at Rowan University and those results can be used to build the CRP in a way that gets his mission accomplished.

Discussion of the Findings

Designing the study in a way that allowed for students to give their opinions on what is successful and what needs more attention was crucial for the results. Feedback directly from individuals who live the sober lifestyle gives more quality than individuals who have not. Asking open-ended questions allowed for students to expand on their opinions and give feedback versus study methods that do not allow room to expand on answers.

Based upon the findings, the results show how much support students in recovery need support to continue to live the sober lifestyle. One significant result to remember was how participants mentioned there was not enough advertisement, and therefore they did not know what resources were available. The study suggested that students are

hesitant to ask for help because they did not know what resources could be provided to them. These findings support previous recovery research conducted at Rowan. Simonetti (2022) found that out of 145 participants, 40.7% never heard of the resources Rowan University offered and 33.8% reported that they have heard of campus resources but had little to no knowledge about them.

One example of a lack of advertisement is living communities for those students in recovery. This is something the housing department at Rowan should publicly advertise on more than one platform so more students know about this and can reach out for those resources. According to New Jersey law, sober living communities must be offered at institutions (New Jersey Senate Democrats, 2015). By advertising in staff training meetings, more in-depth on the housing website, and by social media, students will have more access to the resources they need. The findings also show that the CRP established at Rowan University is in its beginning stages and needs time to develop and progress to become successful and structured. By taking all results gathered and keeping students in recovery needs in mind, the CRP can be more tailored to their needs.

Recommendations for Practice and Further Research

Further research will be needed to assess how models of successful CRPs function across the country and what aspects make them successful in providing support. This further research can also provide support on how professionals in student affairs can increase their knowledge in this area and have increased awareness. Connecting with institutions that meet ARHE's CRP standards and recommendations (Standards and Recommendations, 2020) and learning what works in those contexts can improve the current CRP in place at Rowan University.

Another recommendation for future research is to study what can drive more students to participate in a CRP and what type of advertisement appeals to those students. Throughout the interviews, students reported they did not have knowledge of resources and services needed to be better advertised. However, it is significant to look at what type of advertisement will attract the biggest group. Some students do not utilize their email and prefer social media and those details are crucial to keep in mind when studying the target population. Looking at what will drive more students to participate in a CRP is also important because that can fill any gaps in the structure established. Perhaps those students need resources that are not available and if provided, the program will attract a larger crowd.

Finally, a recommendation for practice is for institutions to work on reducing the stigma of sober living and what type of culture they have created on their campus to allow a community where students in recovery do not need to hide their beliefs. The stigma associated with this area can cause students to be reluctant in seeking help. By researching what other institutions do to reduce stigma, Rowan University can bring those ideas to their campus and make all students feel welcomed and safe.

Conclusion

The main themes discussed here all tie together to build a successful CRP. The results showed that when one area is lacking, such as faculty knowledge, it affects the structure of the program overall. By putting the focus on all the components that would make a CRP successful, it allows for a better structure to be built and be effective. These themes were also developed directly from student needs and responses. Without analyzing what these students need, it cannot be determined what the CRP should offer.

While this current study was being conducted, Rowan began to improve their CRP tremendously by discussing different media platforms and off-campus partners to collaborate with. There is still work to be done, but it shows to be promising because more awareness is being brought to Rowan about students in recovery and changes are being made. Simonetti's (2022) study also provided recommendations where Rowan University can improve their CRP, especially in areas of advertisement. By utilizing the results from this study and from Simonetti (2022), the CRP at Rowan University has great opportunity to be more effective.

Overall, there are a lot of opportunities for administrators in student affairs to attain knowledge to help create a more diverse student population and reduce the stigma of sobriety. Leaders of an institution need to have access to proper training to be able to provide those resources. By doing this and having a focus on faculty and staff training, training can bring more awareness to recovery challenges. For students in recovery, it can be very challenging to have a successful campus experience without the support from faculty, especially in reaching their academic goals. A successful CRP will provide the support necessary for students to feel like they have an opportunity to be themselves and relate to others with similar experiences. If administrators can be trained to provide that information, then students in recovery can feel like the education setting is a safe place for them.

Students in recovery need love and support and it is important to consider this invisible disability in as an opportunity in the field of higher education. By bringing awareness to this area, these students have an opportunity to build a future they have always dreamed of. The stigma that is associated with sober living can only be eliminated

if it is brought to light and initiatives are in place to let these students feel comfortable and supported. This study can not only help Rowan University improve its CRP, but other institutions as well. CRPs are an area of opportunity in higher education, and it is time to highlight their significance.

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Appendix A

Interview Protocol

Introduction:

Hello, my name is Marium Waqar, and I am a Master's student at Rowan University. First, I would like to thank you for taking time to participate in this interview. I would like to talk with you about your experience with at Rowan University with the campus recovery program. This is a growing area for institutions across the country and I want to see if you feel supported in the resources Rowan University offers.

This interview will be recorded for the purposes of ensuring accuracy in reporting. Your identity will remain confidential and will not be shared. Following the interview, all data will be transcribed. Recordings will be maintained until completion of the thesis, at which time they will be destroyed. In the transcripts you can be referred to by a pseudonym, ensuring that information shared during this interview is not associated with you. With this information, I want to remind you that this is strictly a volunteer activity so you may decline to participate at any time. If you are okay with moving forward, I would first like to get your consent and have you verbally confirm that you are in active recovery. Then I would like to ask you some questions.

1. Would you like to share your journey in recovery and what it took to get to this place of hope?
2. Did you know Rowan University had a small campus recovery program established?
3. Have you been part of any of the support offered from the program?
4. Do you feel Rowan University does a good job at supporting students in recovery?
5. What do you like about the program?
6. What aspect do you wish there was more attention given to?
7. How do you feel Rowan University can offer more support to students in recovery?
8. Do you feel having an effective collegiate recovery program established can aid in success in academics?
9. Have your academic ever suffered because of your struggle with staying sober?
10. Would you benefit from having a recovery learning community established at Rowan University?
11. Do you feel the campus residential community supports your sober-living efforts?
12. What do you need from Rowan to remain successful in your recovery?

I've come to the end of my questions. I want to thank you for your honest opinions – I appreciate your participation and hope your efforts to create a more diverse and inclusive engineering culture meet continued success. May I reach out to you again if I have any additional questions or need clarifications?

Appendix B
IRB Approval



DHHS Federal Wide Assurance Identifier: FWA00007111 IRB Chair Person: Dr. Ane Johnson

IRB Director: Eric Gregory

Effective Date: February 16, 2022

Notice of Approval - Initial

Study ID: PRO-2021-599

Title: Collegiate Recovery Programs Serving as an Opportunity for Student Affairs

Principal Investigator: Stephanie Lezotte

Study Coordinator: Marium Waqar

Co-Investigator(s): Marium Waqar

Sponsor: Department Funded

Submission Type: Initial Submission Status: Approved

Approval Date: February 16, 2022 Expiration Date: February 15, 2023 Approval Cycle: 12 months Continuation Review Required: Yes Closure Required: Yes

Review Type: Expedited

Expedited Category: 6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey,

interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Pregnant Women, Human Fetus, and Neonates Code: N/A Pediatric/Children Code: N/A
Prisoner(s) – Biomedical or Behavioral: N/A

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2a. Continuing Review: Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

2b. Progress Report: Approval is valid until the protocol expiration date shown above. To avoid lapses, an annual progress report is required at least 21 days prior to the expiration date.

3a. Expiration of IRB Approval: If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.

3b. Human Subjects Research Training: Proper training in the conduct of human subjects research must be current and not expired. It is the responsibility of the Principal Investigator and the investigator to complete training when expired. Any modifications and renewals will not be approved until training is not expired and current.

4. Amendments/Modifications/Revisions: If you wish to change any aspect of this study after the approval date mentioned in this letter, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects. This policy is also applicable to progress reports.

5. Unanticipated Problems: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office

(45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:

<https://research.rowan.edu/officeofresearch/compliance/irb/index.html>

6. Protocol Deviations and Violations: Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:

<https://research.rowan.edu/officeofresearch/compliance/irb/index.html>

7. Consent/Assent: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. Completion of Study: Notify the IRB when your study has been completed or stopped for any reason. Neither study closure by the sponsor nor the investigator removes the obligation for submission of timely continuing review application, progress report or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Research protocol and study documentation and instruments is approved as of the Approval Date on this letter. All final approved versions of the study documentation, including but not limited to the protocol, advertisements and recruitment instruments, pre-screening instruments, surveys, interviews, scripts, data collection documents, all manner of consent forms, and all other documentation attached to this submission are approved for final use by the investigators up to the expiration date listed above (Expiration Date) in this letter.

11. Letter Comments: There are no additional comments.

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

Appendix C
Consent Form

ADULT CONSENT FORM FOR SOCIAL AND BEHAVIORAL RESEARCH

TITLE OF STUDY: Dr. Stephanie Lezotte

Principal Investigator: Marium Waqar

You are being asked to take part in a research study. This consent form is part of an informed consent process for a research study and it will provide key information that will help you decide whether you wish to volunteer for this research study.

Please carefully read the key information provided in questions 1-9 and 14 below. The purpose behind those questions is to provide clear information about the purpose of the study, study specific information about what will happen in the course of the study, what are the anticipated risks and benefits, and what alternatives are available to you if you do not wish to participate in this research study.

The study team will explain the study to you and they will answer any question you might have before volunteering to take part in this study. It is important that you take your time to make your decision. You may take this consent form with you to ask a family member or anyone else before agreeing to participate in the study.

If you have questions at any time during the research study, you should feel free to ask the study team and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The Principal Investigator, Dr. Stephanie Lezotte, or another member of the study team will also be asked to sign this informed consent.

1. What is the purpose of the study?

This study will investigate the current Collegiate Recovery Program at Rowan University and the effects it has on the recovery student population. The study will be designed to ask questions that will yield results about the effectiveness of the current Collegiate Recovery Program on Rowan's campus. There needs to be more awareness for this program and professionals in higher education need to research and have knowledge of students in recovery and their invisible disability. This will be published in a thesis.

2. Why have you been asked to take part in this study?

You are being asked to participate in this study to evaluate the effectiveness of the current recovery program established in the campus at Rowan University

3. What will you be asked to do if you take part in this research study?

You will be asked to participate in an interview consisting of 45 minutes.

4. Who may take part in this research study? And who may not?

The study population will focus on students ranging from ages 18-35 and including all ethnic and gender backgrounds. Students will be from the recovery population and will be undergraduate students.

5. How long will the study take and where will the research study be conducted?

The study will take place at Rowan University on zoom over the course of four to six months.

6. How many visits may take to complete the study?

One visit

7. What are the risks and/or discomforts you might experience if you take part in this study?

There is minimal risk associated with this study and there may be discomfort from interview questions.

8. Are there any benefits for you if you choose to take part in this research study?
By participating in this study, Rowan University can establish a more effective campus recovery program.

9. What are the alternatives if you do not wish to participate in the study?
Your alternative is not to participate in the study.

10. How many subjects will be enrolled in the study?
There will be 16 subjects enrolled in the study.

11. How will you know if new information is learned that may affect whether you are willing to stay in this research study?
During the course of the study, you will be updated about any new information that may affect whether you are willing to continue taking part in the study. If new information is learned that may affect you, you will be contacted.

12. Will there be any cost to you to take part in this study?
There will be no cost to participate in this study.

13. Will you be paid to take part in this study?
You will not be paid for your participation in this research study.”

14. Are you providing any identifiable private information as part of this research study?
There will be no identifiable private information.

15. How will information about you be kept private or confidential?
All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information. Recorded data will be stored in a locked file cabinet till the conclusion of the study in May. Only the research committee will have access to the recordings.

16. What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?
Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time. If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled. You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to Dr. Stephanie Lezotte; Lezotte@rowan.edu

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

17. Who can you call if you have any questions?

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call the Principal Investigator:

Dr. Stephanie Lezotte

College of Education

856-256-4000

If you have any questions about your rights as a research subject, you can call:

Office of Research Compliance

(856) 256-4058– Glassboro/CMSRU

18. What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

AGREEMENT TO PARTICIPATE

I have read the entire information about the research study, research risks, benefits and the alternatives, or it has been read to me, and I believe that I understand what has been discussed.

All of my questions about this form or this study have been answered and I agree to volunteer to participate in the study.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date _____
