

# Descriptive Database for the Field of Collegiate Recovery Programs

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## Introduction

Collegiate Recovery Programs (CRPs) provide support for students in recovery from substance use disorders varying from drugs to alcohol.

- This project focuses on creating a detailed database to highlight the growth and impact of CRPs across diverse U.S. student populations.
- The database breaks down variances, major themes, and common methodologies in various CRPs.
- Aimed at researchers and policymakers, our initiative provides insights into CRP characteristics, establishment methods, and impacts on participating students.
- Clear evidence from the database supports continued funding for CRPs, contributing to enhanced support networks for students facing substance use disorders.

## Abstract

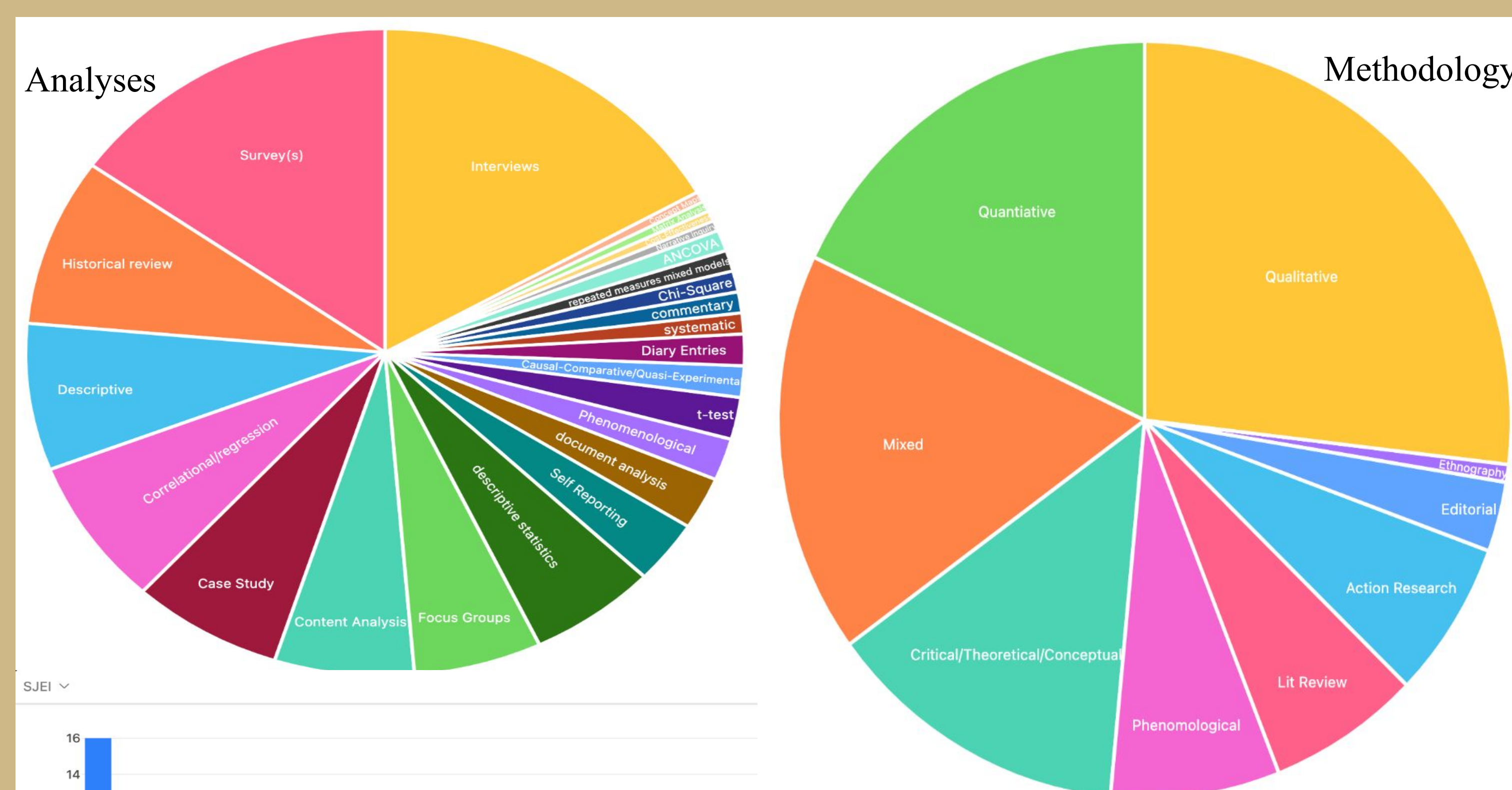
- A scoping literature review conducted by N. Vest et al. (2021) revealed a noteworthy deficiency in available evidence pertaining to CRPs.
- A thorough search conducted up to August 2020 yielded only 54 articles meeting stringent criteria.
- Addressing this gap and furthering the work of Vest et al., Dr. Shore, supported by the Association of Recovery in Higher Education (ARHE), established an online descriptive database designed to assist college recovery program providers and collegiate administrators.
- The database has over 100 (N = 122) meticulously analyzed articles related to CRPs and college student recovery from substance (mis)use.
- Articles are systematically categorized by Author, Journal, Year, Title, Methodology, Analyses, Key Findings, SJDEI Topics, Theories, and Integrated Behavioral Health Areas, ensuring its utility as a comprehensive and structured resource for advancing research.
- The database aims to guide practitioners in the field of collegiate recovery, facilitating the development and improvement of CRPs within higher education institutions (HEIs).

## Methods

- A **systematic review** of the literature from 1986 to 2024 was conducted to synthesize and categorize findings.
- The **quantitative method** included descriptive counting on substance-using behaviors on the frequency of use and reasons for use, attitudes about active substance use, stigma towards peers in recovery, and group climate on enmeshment/influencing climate and discouraging of substance use.
- The **qualitative method** included the summarizing key findings of various articles that mention CRPs.
- These analysis include key findings and various subfields to categorize and report key themes found throughout the literature.

## Selected Database Results

Total Studies	122
Unique Journals	43
Journal Disciplines	15
Different Theoretical Frameworks	36



## Evaluation Methods

1. Research articles were uploaded into AirTable project management program.
2. Articles were assigned to research assistants; workload relevant to UROP hours.
3. Articles were analyzed, categorized, and summarized as follows: Lead Author, Supporting Authors, Journal, Journal Discipline, Year, Title, Methodology, Analyses, Key Findings, SJDEI Topics, Theories, and IBH Areas.
4. Journal publication outlets as dissemination options for research in the field were analyzed according to: Aims/Scope, Discipline, Metrics, Dominant Methods, Submission Dates, Special Projects, and other notable measures.
5. To ensure inter-rater reliability, summaries/categories were reviewed by the PI.

## Discussion

- In the landscape of student services, CRPs stand out as vital resources for those recovering from substance use disorders; This descriptive database sheds light on the growth and impact of CRPs across HEIs in America from 1986-Present (2024).
- **However, there is currently a lack of comprehensive research focused on diversity in gender, ethnicity, and race; especially research focused on the diversity of college students in CRPs, including recovery pathways.**
- Although numerous studies gathered data related to SJDEI topics, the majority neglect to emphasize the significance of these measures in connection with their findings
- Majority of studies primarily focus on recovery from substances but few acknowledge or examine other addiction types that student may identify as in recovery from, ultimately privileging the method of abstinence instead of principles of recovery
- This descriptive database has already supported requests for information from federal departments including the Department of Education (Docket ID ED-2023-OPE-0205).

## Key References

- Association of Recovery in Higher Education: ARHE. (2021, August 23). Retrieved March 6th, 2023
- Brown, A., Ashford, R., Heller, A. T., Whitney, J., Kimball, T. (2018). Collegiate Recovery Students and Programs: Literature Review from 1988-2017, *Journal of Recovery Science*, 1(1), <https://doi.org/10.31886/jors.11.2018.8>
- Vest, N., Reinstra, M., Timko, C., Kelly, J., & Humphreys, K. (2021). College programming for students in addiction recovery: A PRISMA-guided scoping review. *Addictive Behaviors*, 121, <https://doi.org/10.1016/j.addbeh.2021.106992>