



## **Title**

*Below please list the title of this resource.*

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Augsburg College StepUP Cultural Integration Model

## **Author**

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## **Citation**

*Below please cite this resource in APA style. For guidance on citation format, please visit <http://owl.english.purdue.edu/owl/resource/560/01/>*

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Hadden, David T. (n.d.). Augsburg College StepUP Cultural Integration Model. Retrieved from <http://www.recoveryschools.org/pdf/StepUPCulturalIntegrationModel.pdf>

## **Summary**

*Below please provide a brief summary of this resource. If an abstract is available, feel free to copy and paste it here.*

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This document outlines the cultural integration model of Augsburg College's StepUP program. Outlining the assumptions, conditions, and resources of the program followed by the relevant activities and the intermediate outcomes and impacts of the program offerings.

## **Categorization**

*Below, please select the key words that describe how this resource applies to our research on thriving collegiate recovery. If the keywords below do not apply, please select 'other' and list the appropriate key word.*

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- Success in Established Collegiate Recovery Programs
- Success in Established Recovery-Oriented Systems of Care
- Asset-Based Research/Methodology
- General Recovery Assets
- Interpersonal Assets
- Intrapersonal Assets
- Community-Based Assets
- History of Recovery
- Other: \_\_\_\_\_

# Augsburg College StepUP Cultural Integration Model

## IF: ALCOHOLISM IS A DISEASE

### ASSUMPTIONS, CONDITIONS, & RESOURCES

### ACTIVITIES

### INTERMEDIATE OUTCOMES

### IMPACTS

THEN: →	THEN: →	THEN: →	THEN:
1. Recreational & recovery priorities are likely in conflict;	Clarify guidelines for the individual and groups of recovering young adults;	Promote more positive recreational and social choices;	<ul style="list-style-type: none"> <li>• Legitimate recreational options.</li> </ul>
2. Cultural alienation due to environmental relapse triggers, recovery issues/status and lack of safe social environments and appropriate activities may exist;	Recognize needs of recovering young people to socialize and belong by assisting them in making commitments to more comprehensive recovery;	Promote more positive recreational and social choices;  	<ul style="list-style-type: none"> <li>• Reduced cultural alienation.</li> <li>• Alternative friendships and pastimes.</li> <li>• Legitimate recreational options.</li> <li>• Decrease in StepUP members at risk.</li> <li>• Healthier recovery environment.</li> <li>• Improved recovery values that lead to ongoing friendships and family building.</li> </ul>
3. Confusion may exist concerning legal parameters, personal values, personal risk assessment of risk-no-risk environments, and self worth;	Stress recovery as the priority for social activities;	Separation from high-risk environments (alternative friendships and pastimes); as well as development of social skills and recreational activities, which prepare young adults for more stable relationships and social commitments;	<ul style="list-style-type: none"> <li>• Reduced exposure to high-risk environments with greater awareness of personal safety needs and the ability to make positive choices.</li> </ul>
4. Recovering young people may lack recreational opportunities that are legal, age appropriate and appropriateness to recovery;	Organize sober social activities with area AA/NA, recovery circles, treatment centers and recovery schools;	Students (peer leaders/government) become actively involved in developing their own social life, social/community bonding, determining the norms and standards of behavior in recovery;	<ul style="list-style-type: none"> <li>• Social activities and increased awareness of laws, social norms and the ability to participate actively (legitimate adult advocacy skills) while balancing recovery needs.</li> </ul>
5. Social skills deficits may exist due to addiction and past activities and socialization centered on use of chemicals not socially or age appropriate;	Stress protective factors of recovery protect from relapse, need to belong, and bonding through involvement in lower-risk environments reduces relapse while high risk environments encourage addiction relapse;	Students are aware that despite the fact that they have excellent social skills that the brightest and best individuals can relapse due to the nature of addiction;	<ul style="list-style-type: none"> <li>• Individuals take responsibility for their addiction, accept the nature of the Disease of alcoholism /chemical dependency and make a conscious decision for quality in their recovery.</li> </ul>
6. Relapse and other un-addressed coexisting addictions i.e. gambling, sex, eating, anger, fantasy, codependence, perfectionism, risk taking, exercise, spending, workaholism or other potential addictions are preceded by (PAW) Post Acute Withdrawal;	Train students to recognize how exposure to using environments and high-risk behavior may follow a concentration of relapse symptoms found in PAW;  <b>StepUP Program</b> Augsburg College 2211Riverside Avenue, Campus Box 82Minneapolis, MN 55454  612-330-1405	Students are aware of how PAW symptoms including a breakdown in social structure, loss of control or judgment, loss of behavioral control, and option reduction before relapse occurs.  <a href="http://www.augsburg.edu/stepup/">http://www.augsburg.edu/stepup/</a>	<ul style="list-style-type: none"> <li>• Students as individuals and a group have a greater understanding of co-existing addictions and are able to make personal decisions, which promote optimal recovery while promoting positive social norms within a recovering community.</li> <li>• Students develop individualized recovery plans to promote positive growth.</li> </ul> Developed by Dave Hadden

