

An Internet-Acquired Recovery Sample:

WPA 2018

A Descriptive Study from the International Quit & Recovery Registry

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RESEARCH CHALLENGE

- Recovery is a crucial component in the life cycle of addiction – Yet little research has focused on recovery.
- Longitudinal or cross-sectional studies require considerable cost and/or time.

SOLUTION

- Crowdsourcing via the internet presents both a reliable and cost-effective method of gathering needed data.
- The **International Quit & Recovery Registry** (IQRR) <<https://quitandrecovery.org>> is an Internet-based registry that was launched by the **Addiction Recovery Research Center** (ARRC) at the Virginia Tech Carilion Research Institute (VTCRI) in 2011.

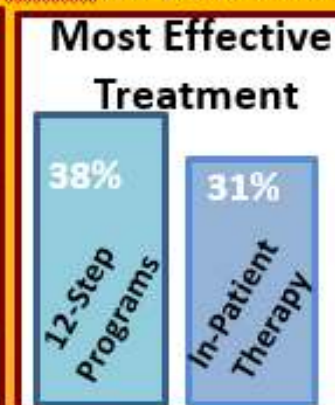
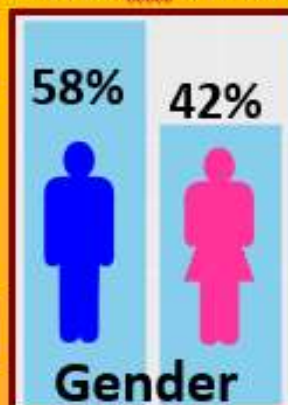
METHODS

Participants: *7,700+ registrants of the IQRR in self-reported recovery from addiction provide both demographics and information about their recovery from addiction to tobacco, alcohol, drugs, or harmful behavior. (*as of 11/14/2017)

Procedure: Monthly assessments include measures and tasks aimed at understanding the characteristics of people in recovery.

Recruitment: Participants earn points toward Recovery Badges and chances to win an Amazon gift card.

VTC Virginia Tech Carilion Research Institute



IQRR DATA GENERATED STUDIES

- Examining the relations between delay and probability discounting¹
- Investigating the length of time in recovery and its correlation to happiness in alcoholics^{2, 3}
- Phenotype of Recovery Series: Relapse Situations; Power of Food; Memory – Prospective & Retrospective; Temporal Discounting Variances; Alcohol & Nicotine Relapse Rates; Anxiety/Depression in Alcohol & Nicotine Recovery; Social Isolation in Recovery (all in press)

ARRC
Addiction Recovery Research Center

Jefferson College of Health Science

References upon request: rcreese@jchs.edu

Length of Recovery as a Predictor of Happiness in Alcoholics

Bob Reese^{1,2}, Lindsey Poe², Amanda Quisenberry², Kaitlyn Bixel², Derek Pope², Warren Bickel²

1. Jefferson College of Health Sciences; 2. Addiction Recovery Research Center @ Virginia Tech-Carilion Research Institute



INTRODUCTION

- Lack of research regarding the recovery process led to the development of the International Quit & Recovery Registry (IQRR) in 2011 recruiting participants in all phases of addiction recovery.
- Reese, et al (2015) showed an trend of increase in life satisfaction, grit, and happiness over time [<1 yr; 1-5 yr; >5 yr] for ALL addictions.
- Quisenberry, et al (2016) revealed that for alcohol dependence more time in recovery [<5 yr vs >5 yr] is also associated with an increase in those areas.

RESEARCH QUESTION

Does further delineating length of time in recovery [<1 yr; 2-5 yr; >5 yr] from alcohol dependence present a prospect that recovery will become less difficult after the 1st yr?

METHODS

Participants: Individuals in self-reported recovery from alcohol dependence

Recruitment: Members of the International Quit & Recovery Registry <quitandrecovery.org>

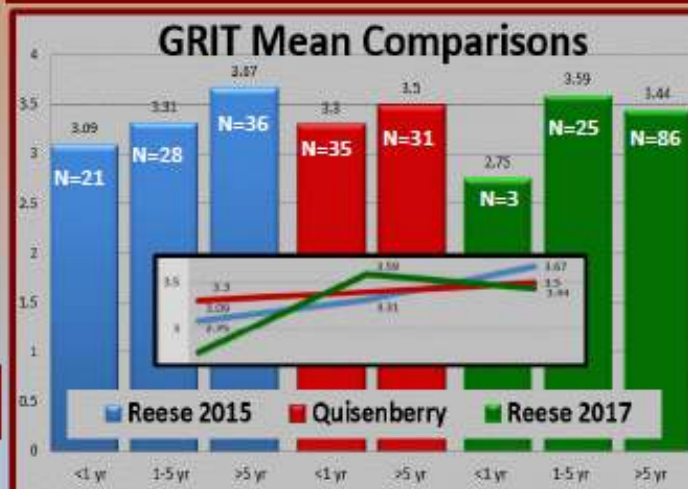
Procedure: Monthly assessments on quitandrecovery.org included measures and tasks aimed at understanding the characteristics of people in recovery



MEASURES



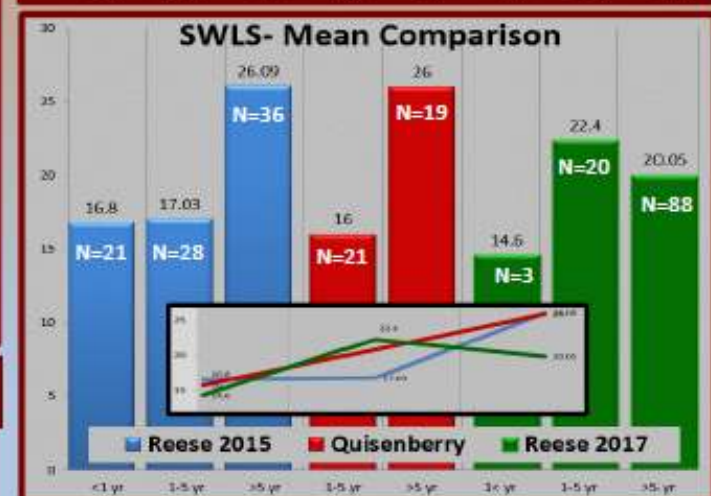
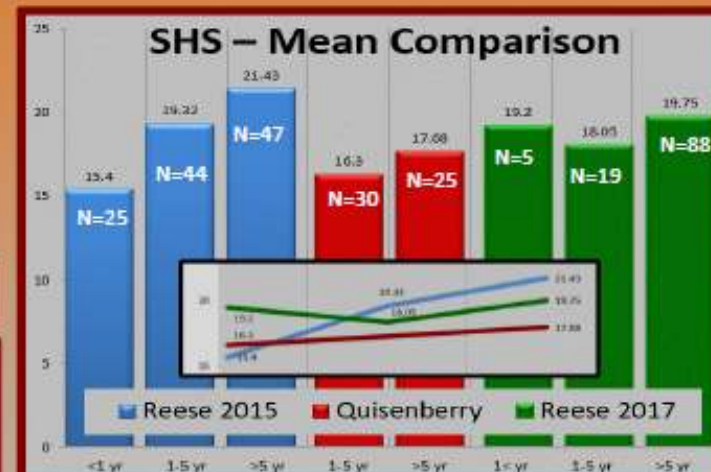
RESULTS



CONCLUSIONS

- While there is minimal statistical significance, there is a definitive trend demonstrating that a greater length of time in recovery is associated with higher grit, happiness, and life satisfaction.
- These trends can be used to support individuals who are beginning the recovery process and present a prospect of hope and optimism that the road to recovery will become less difficult and ultimately result in thriving in recovery.

RESULTS



**Jefferson College
of Health Sciences**
at CARILION CLINIC

References upon request: rcreee@jchs.edu

5th IPPA World Congress

The 13th Step: More on Thriving in Recovery



Jefferson College
of Health Sciences



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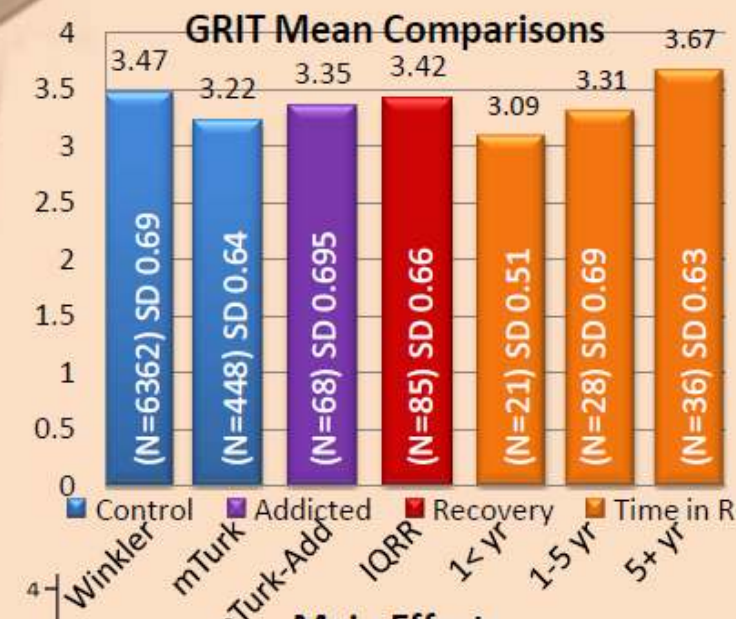
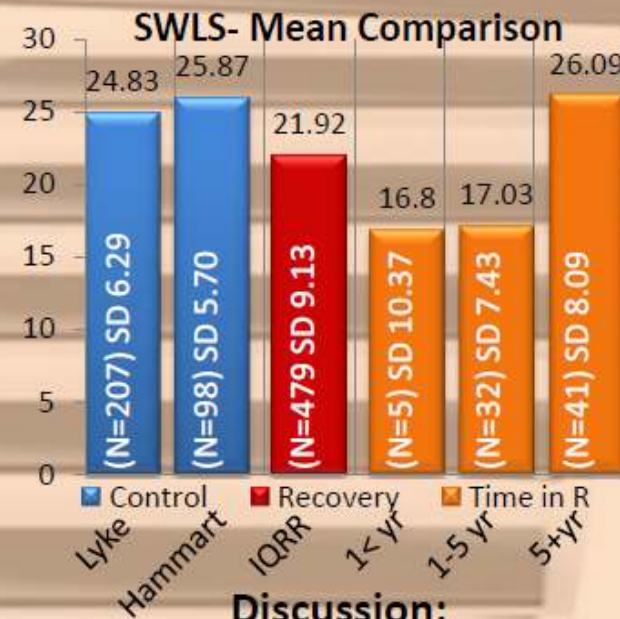
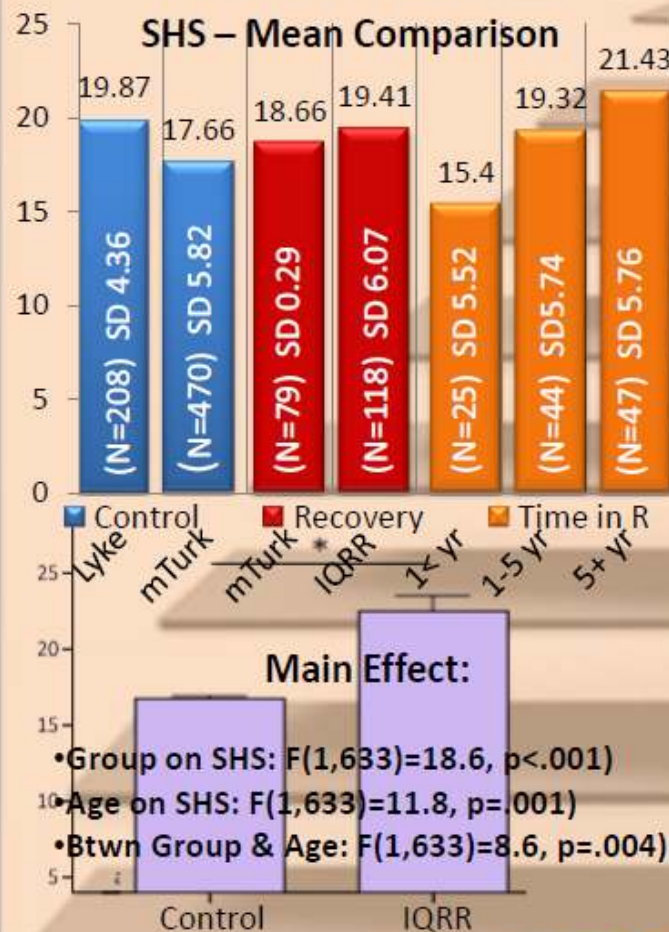
Research Question: Do people in Recovery have more ...

Subjective Happiness ?

Satisfaction with Life ?

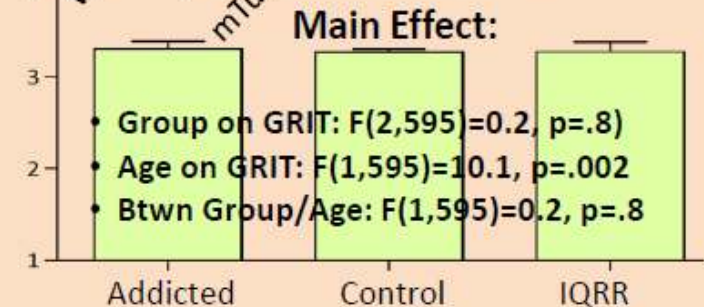
GRIT ?

Method: Compare results from International Quit & Recovery Registry (IQRR) with "normal" populations.



Discussion:

- SHS: Recovery ↑ than Control
- GRIT: No Difference btwn Groups
- SHS & GRIT: Older people score ↑
- TREND: Longer in Recovery
↑ SHS; SWLS; GRIT



Engaging Online Students:

Threaded Discussions (TDs) - Hit or Miss?

Bob Reese, PhD., Health Psychology, Jefferson College of Health Sciences

HISTORY

1998 LMS* & VLE* → Higher Ed

*Learning Management Systems & *Virtual Learning Environments

Target: Masters & Adult Learners

- Problem: Lack of Engagement
- Solution: Asynchronous TDs

Student/Instructor Interaction
Engagement & Metacognition

Replaces Class Discussion

Student Participation
Sense of Community
Student Satisfaction
Student Retention

2005 Online Ed → UG Ed

- Problem: TDs Effectiveness↓

UGs Complain:

Lack Dynamic Interactions
Lack Non-verbal Clues →
Misunderstandings &
Misinterpretations

No Sense of Community
Just Series of Messages

Instructors Complain:

Does NOT map to Class Discussion
Too Much Time Spent
For Poor Results

REVIEW OF LITERATURE

Research Agrees:

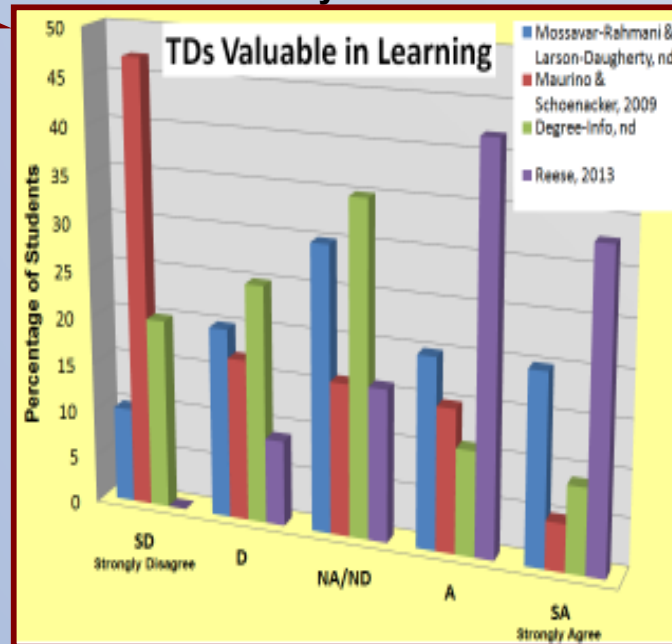
- **When TDs “work” they fulfill earlier promises**
- **Effectiveness becoming more rare**



COMPARISON:



4 Student Surveys → Mixed Results



Differences in Survey Results

? Traditional College & University vs.
“Online Universities” ?

(Univ. of Phoenix; National Univ.)

BEST PRACTICES

- Structure the activity
 - Provide clear guidelines for posting
 - Set Netiquette Guidelines
- Make the activity interesting
- Require participation
 - Assess/Grade/Evaluate posts
 - Peer grading
- Form Learning Teams/Groups
 - Keep them small (5-7)
- Don't settle for just opinions
 - Create an area for informal discussions.
- Require a hand-in assignment (deliverable).
- BE INVOLVED

NEW TECHNOLOGY

- Wikis
- Blogs
- Webinars



All eventually have same
challenges: ENGAGEMENT

Engaging Audio Learning with Voice-Over PowerPoint

Bob Reese, PhD

Associate Professor, Health Psychology Program
Jefferson College of Health Sciences, Roanoke, VA

Voice-Over PowerPoint

- Flexible
- Learner-centered
- Utilizes a mastery approach to learning
 - Student can access individual slides
 - Replay a slide repeatedly
 - View slides with or without the audio

Learning Styles

- Audio Learner ignored by OnLine / Distance Learning
- VO-PPT engages ALL 3 Learning Styles:
 - Visual
 - Kinesthetic
 - Audio
 - Especially Engages Audio Learner
 - Hearing professor enhances rapport

Production

- Easy & inexpensive
 - Broadcast Quality NOT Necessary
 - "Um's" & "Ah's" OK
- Learning curve is short
- Instructor prep
 - No more time than planning & delivering a solid lecture
- Can be used Multiple Times
 - Multiple Courses
- Updating is Quick & Simple



Steps:



Create Script

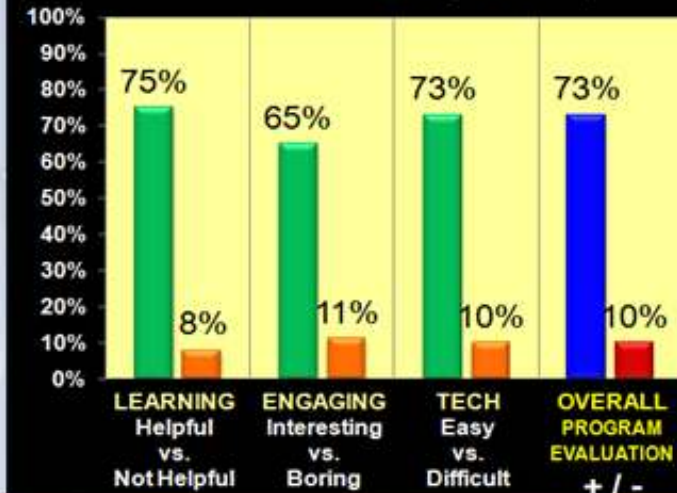


Blackboard

VO-PPT Program Evaluation

Overall Response
Rate: 231/297 = 78%

■ Positive Response
■ Negative Response



VO-PPT EVALUATION

73% Positive Evaluation

- 15 Class Sections (All Undergraduate)
 - 6 Distance / 3 Hybrid / 3 Traditional
- 297 Students; 231 respondents = 78% overall response rate
 - All Undergrads
- 7 Semesters (6-15 wk semesters; 2-10 wk semester [SU])
 - SP08 (2); SU08 (1); FA08 (2); SP09 (3); SU09 (1); FA09 (1); SP10 (2); FA10(3)

Evaluation Summary VO-PPTs	VO-PPTs					Total
	1	2	3	4	5	
Helpful learning vs. Not Helpful learning	13	23	77	212	130	455
Interesting & engaging vs. Boring & Waste of time	17	34	109	195	104	459
Regarding Technology +/- Easy vs Difficult to use	7	34	46	206	167	460
Total #	37	91	232	613	401	1374
Total %	3	7	17	44	29	100%
TOTAL%	10%~			73%+		83%