Stacie F. Hitt, R.N, Ph.D.
Director, Education & Employment

November 6, 2013
Battlemind to Home IV

From Desert Storm to the Perfect Storm

SERVICE MEMBERS & VETERANS IN HIGHER EDUCATION

SCOPE OF MILITARY SERVICE-RELATED DISABILITY IN RECENT COMBAT ERAS

THE PERFECT STORM ON COLLEGE CAMPUSES

HOW CAN WE GET AHEAD OF THE STORM?
1. Supporting the military infrastructures that support military families.

2. Strengthening the motivation and capacity of civilian communities to support military families.

3. Generating important new knowledge about military families.

4. Influencing policies, programs, and practices supporting military families.

5. Creating and sustaining a vibrant learning organization.
Education & Employment

Promoting academic & career success by supporting post-secondary institutions & student veterans’ organizations
Strategic Goals

Engage institutions in strengthening supports and services for student service members and veterans.

Educate post-secondary institutions and employers about the unique attributes of service members and veterans.

Generate new knowledge about campus and employment experiences and effective strategies for support.

Strengthen the efforts of student veterans’ organizations.
How do we do this?

Professional development and awareness raising

- “Military 101”
- Selected topics
- *Transformation* series
- Creating forums for communication & networking
Transformation Series for faculty and staff
Financial assistance

- Annual awards to institutions
- One-time special project grants
- SVO business plan competitions
Research

- Landscape surveys
- Longitudinal student surveys
- Translating the research of others
- Employer surveys & training
- SVO impact reports
Hiring the service member or veteran.

Helping Quality Employers and Employees Find One Another

www.mfri.purdue.edu

THE MILITARY FAMILY RESEARCH INSTITUTE at Purdue University
SUCCESS IN 3-D FOR STUDENT VETERANS
How to Design, Develop and Deliver a Thriving SVO
SECOND EDITION
What do we know about the current generation of student service members and veterans?
### Student characteristics

<table>
<thead>
<tr>
<th></th>
<th>Civilian (n=362,000)</th>
<th>Veteran – combat (n=4,840)</th>
<th>Veteran – non-comb. (n=6,160)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 24 years</td>
<td>94%</td>
<td>64%</td>
<td>21%</td>
</tr>
<tr>
<td>≥ 24 years</td>
<td>6%</td>
<td>36%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>35%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>9%</td>
<td>28%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>95%</td>
<td>83%</td>
<td>77%</td>
</tr>
</tbody>
</table>

NSSE (2010); First year data
Points of contact

MFRI (2010); n=354
Satisfaction with contacts
Social support

Perceived Social Support from Friends

- Civilian
- ROTC
- Veteran
School-related stress

College Stress Scale

- Civilian
- ROTC
- Veteran
Role overload

Role Overload Scale

- Civilian
- ROTC
- Veteran
Depression & anxiety

Brief Symptom Inventory

- Civilian
- ROTC
- Veteran
Post-traumatic stress

PTSD Checklist - Civilian

Civilian

ROTC

Veteran
What is the scope of disability we can expect to see on college campuses?
Consequences of deployment

World War II:
22% wounded died.

Vietnam:
16% wounded died.

OEF/OIF:
8.8% wounded died.
Since 2001

• More than 2 million deployed in over 3 million deployments

• 6,211 deaths (4,899 hostile)

• 45,889 hostile injuries

• 70,175 medical transports

• 1,621 amputations
Service connected disabilities

VA disability compensation FY 2011:

Musculoskeletal (45%)
Skin (12%)
Auditory (10%)
Neurological conditions (7%)
Behavioral (7%)

US Department of Veterans Affairs (2012)
TBI and PTSD

- TBI diagnosed since 2001: 280,734
  2001 = 11,619
  2012 = 30,406
- Newly diagnosed PTSD:
  VA = 18.2% (Seal, et al, 2009)
  DoD = 7.6% - 12% (Vasterling, et al, 2010)
  Civilian = 2.6% - 8.7% (Kessler, at al, 2005)

Defense and Veterans Brain Injury Center, 2013
Post-traumatic stress in the campus setting

- Post-traumatic stress (PTS) is a normal response to extreme, emotionally charged events.
- Students with no military service can present with PTS.
- Only a small portion of PTS progresses to PTSD.
PTS on campus (cont’d)

• Anxiety and depression have as high or higher incidence among OEF/OIF veterans as PTSD.

• TBI and PTSD are highly co-morbid with physical and/or sensory disability.

• Veterans and civilians who experience PTS are more likely to transcend the event(s) and experience personal growth than to develop PTSD.
The Perfect Storm

Americans with Disabilities Act Amendment (ADAA)

Post 9/11 GI Bill (Chapter 33)

OIF/OEF drawdown

Business as usual on college campuses
ADAA

• Broadens the definition of disability
  “individuals with disabilities” vs.
  “an individual with a disability”

• Shifts focus from having to prove a
disability to whether an individual was
discriminated against because of a
disability
ADAA (cont’d)

No longer valid as mitigating measures:

- Medication
- Assistive technology
- Hearing devices
- Mobility devices
- Prosthetics
Business as usual on campus

• Cognitive, sensory, and behavioral disabilities will be among the greatest challenges for schools.

• 33% of Indiana campus administrators say they do not have or do not know if they have the ability to refer disabled student veterans for services (MFRI, 2012).
Campus (cont’d)

- VA disability rating ≠ ADAA defined disability.
- Student veterans may not be prepared to deal with acquired disability.
- Schools must be prepared to deal with the behavioral health consequences that are unique to military service.
How do campuses get ahead of the storm?
Educate the educators

- Raise awareness of the hidden and visible challenges unique to military service.
- Recognize that few schools are equipped to serve the record number of disabled students headed to campus now and in the next 10+ years.
Truth in advertising

• Reasonable accommodation does NOT require:
  – Drastically altering facilities or programs
  – Lowering academic standards
  – Compromising the educational experience of other students

• Be honest and up front with potential students about what the institution can and cannot provide.
Rethink the paradigm

• Website landing pages that adhere to best practices for users with sensory deficits

• Revisit long-held policies & practices:
  – Use of calculators
  – Laboratory, practicum & clinical requirements
  – Multi-media
  – Recording devices
**Universal Design**

Curricula and materials that are:

- Tolerant of error
- Intuitive
- Flexible
- Not reliant on physical ability
- Multi-modal
Acknowledgements

Adam Barry, Ph.D.
Ryan Carlson, B.A.
Michael Crisman, B.S.
Evan Smith, B.S.
Shelley MacDermid Wadsworth, MBA, Ph.D.
Shawn Whiteman, Ph.D.
Lilly Endowment Inc.