# The MILITARY Family RESEARCH INSTITUTE
## at Purdue University

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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?

# Military Family Research Institute at Purdue University

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.

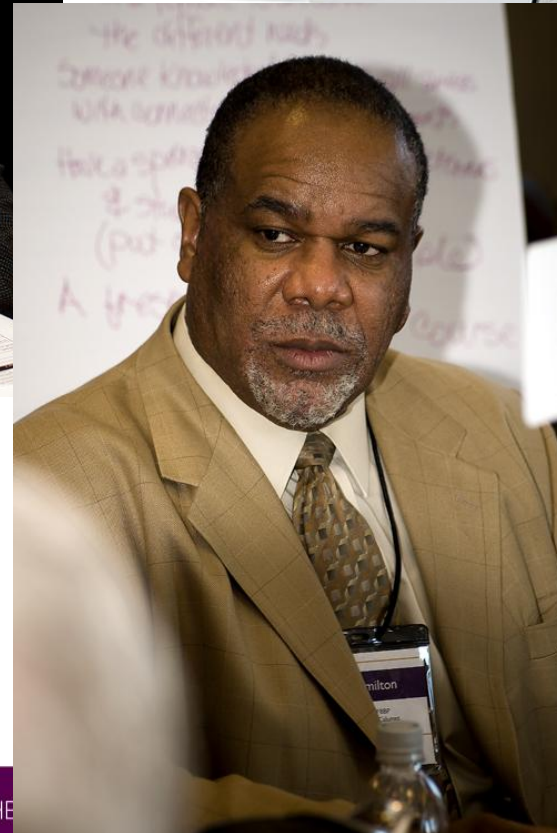**Generate** new knowledge about campus and employment experiences and effective strategies for support.

**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

# SUCCESS IN 3-D FOR STUDENT VETERANS

## How to Design, Develop and Deliver a Thriving SVO

05.xx.2013

SECOND EDITION

MFRI
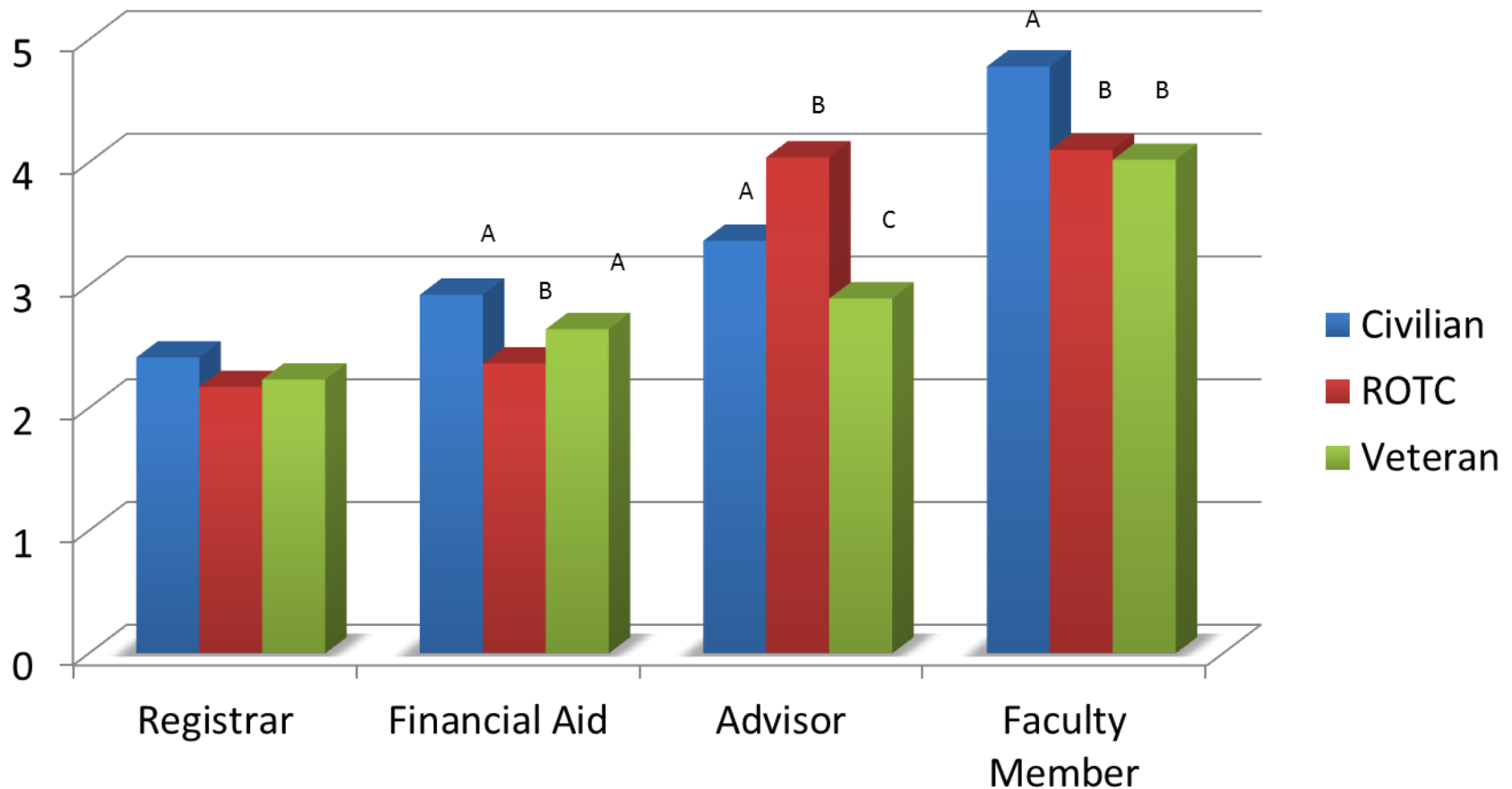Military Family Research Institute
at Purdue University

SVA

# What do we know about the current generation of student service members and veterans?

# Student characteristics

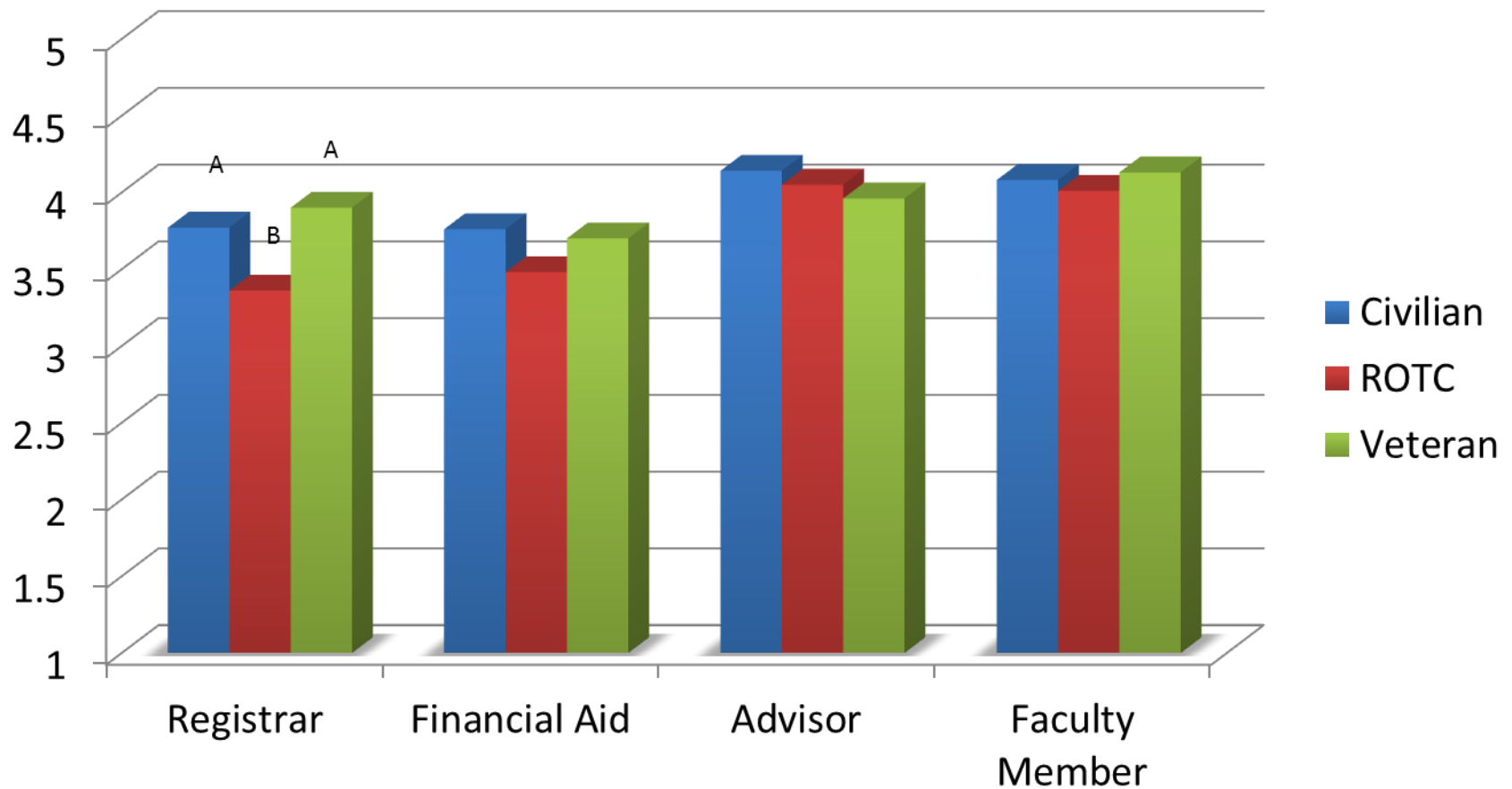| | Civilian (n=362,000) | Veteran – combat (n=4,840) | Veteran – non-comb. (n=6,160) |
|---|---|---|---|
| **Age** **< 24 years** **≥ 24 years** | 94% 6% | 64% 36% | 21% 79% |
| **Male** | 35% | 70% | 85% |
| **Transfer** | 9% | 28% | 45% |
| **Full-time** | 95% | 83% | 77% |

**NSSE (2010); First year data**
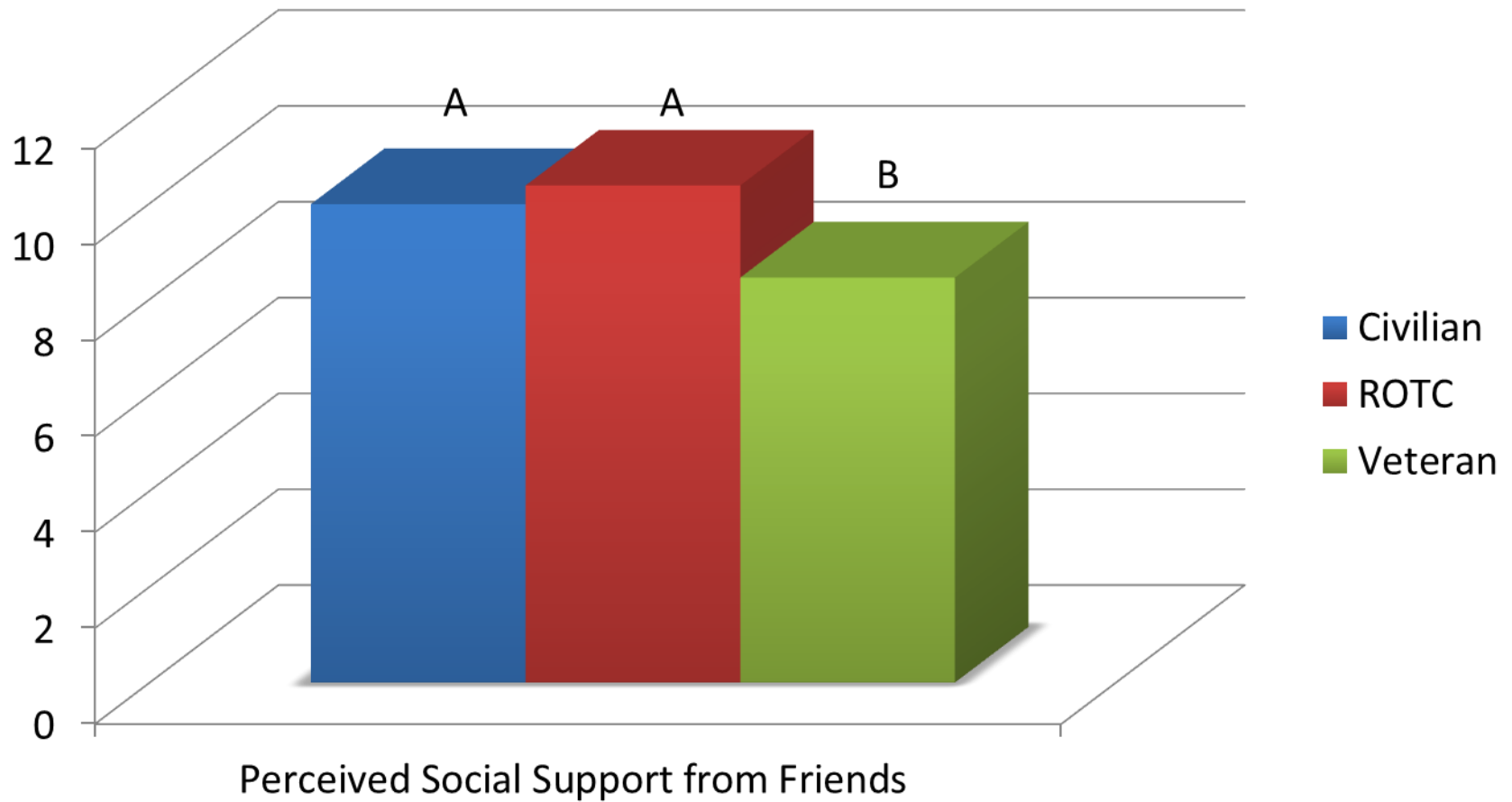
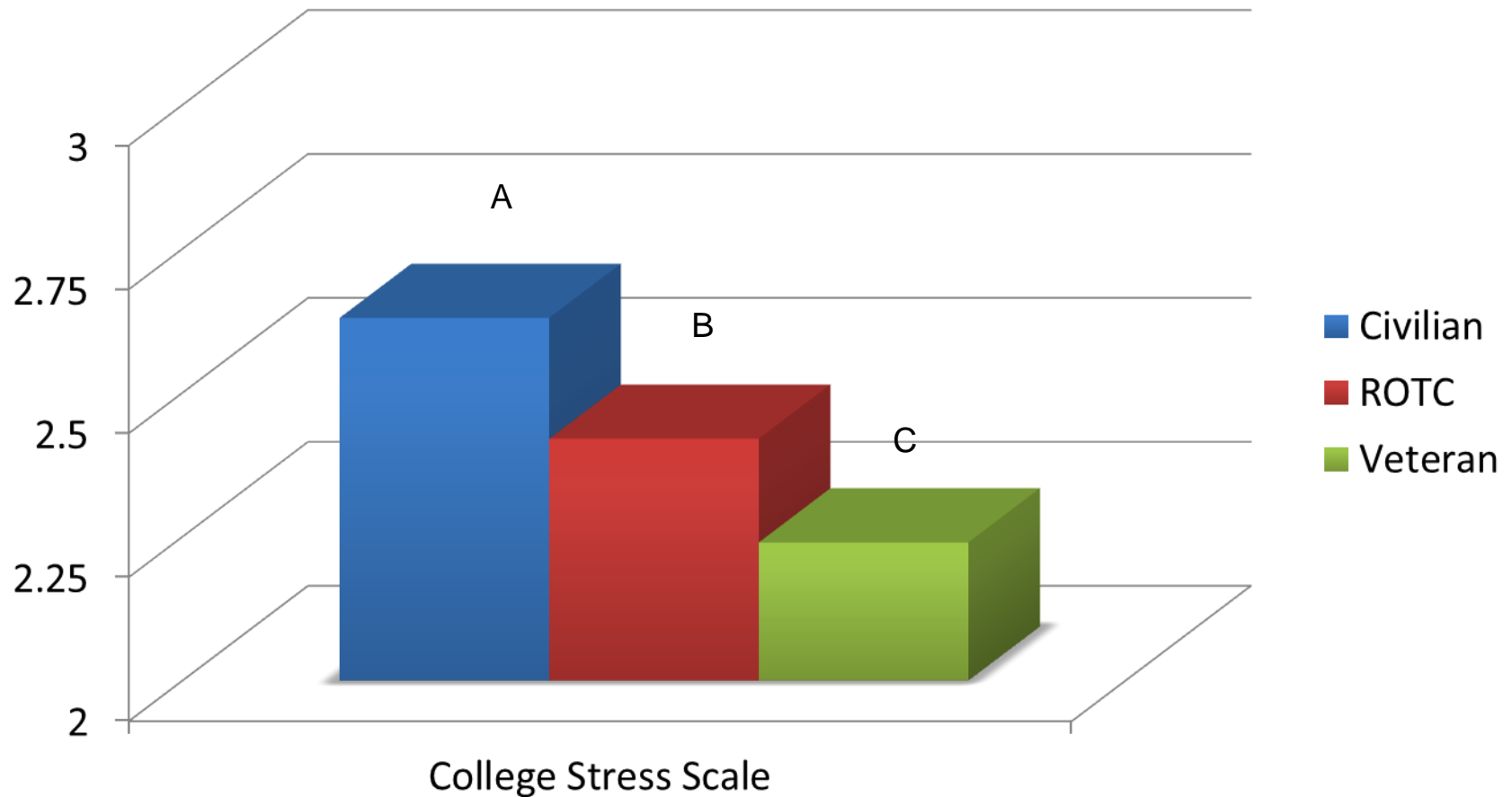# Points of contact



**MFRI (2010); n=354**

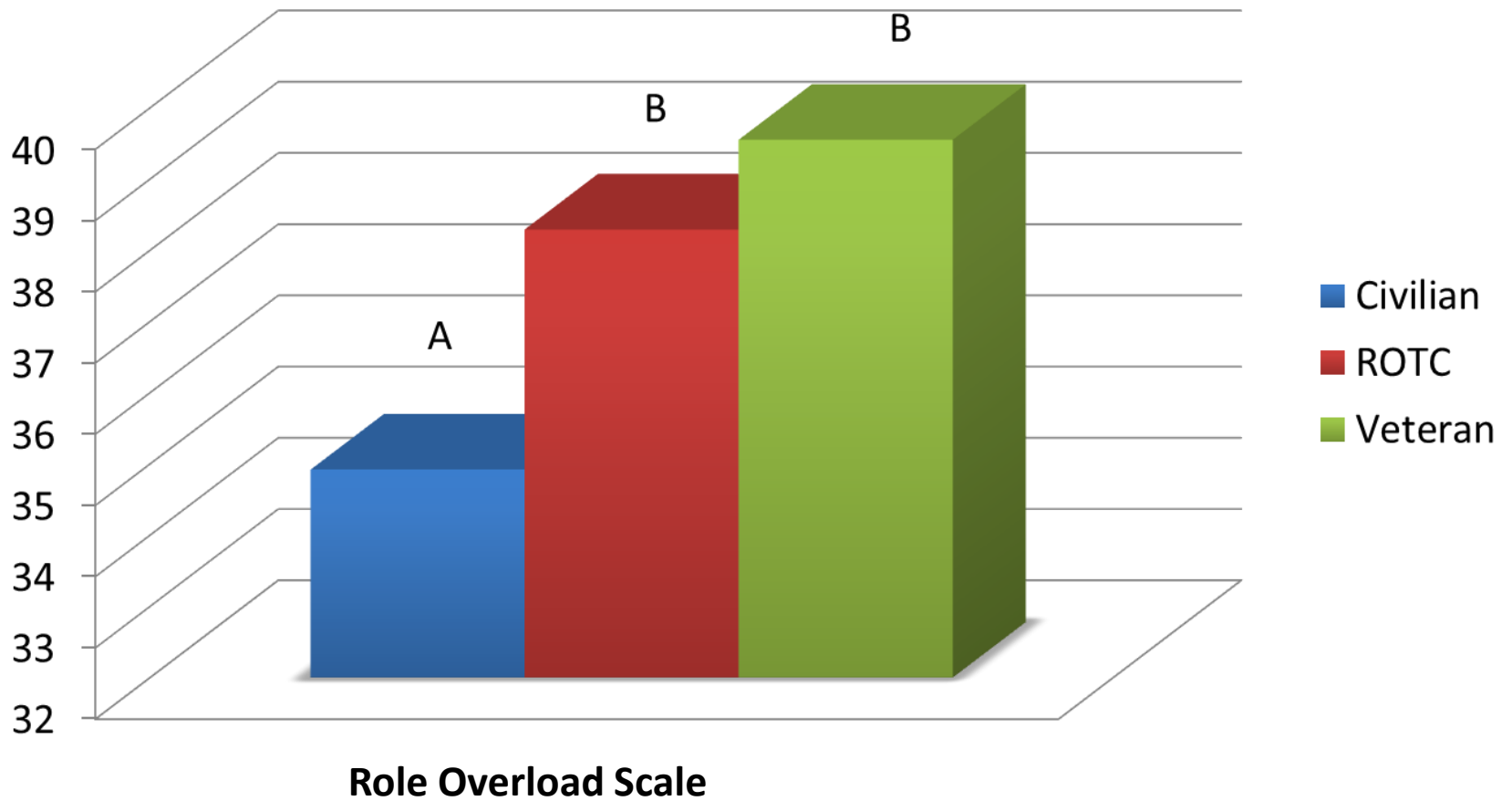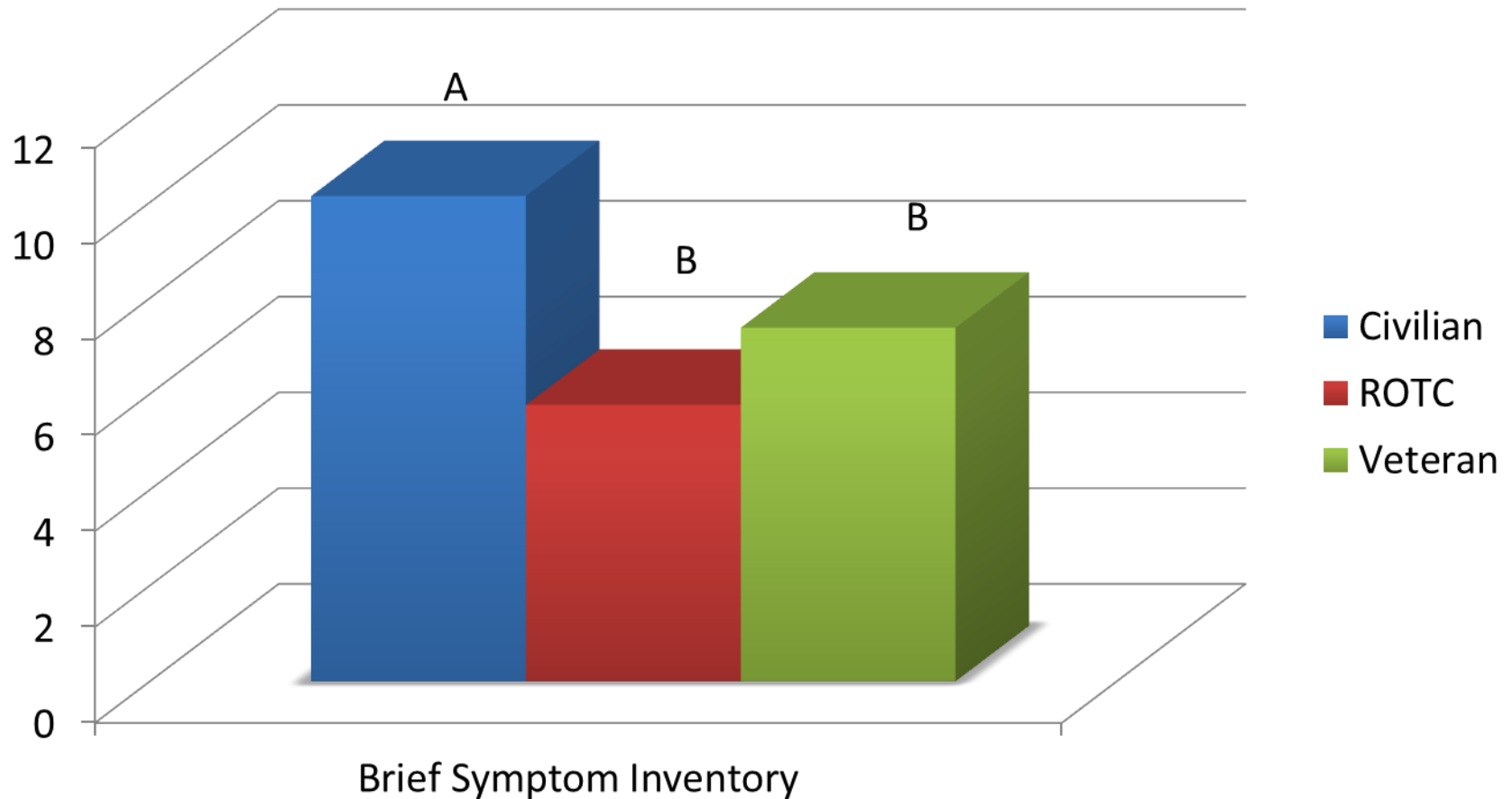# Satisfaction with contacts

# Social support
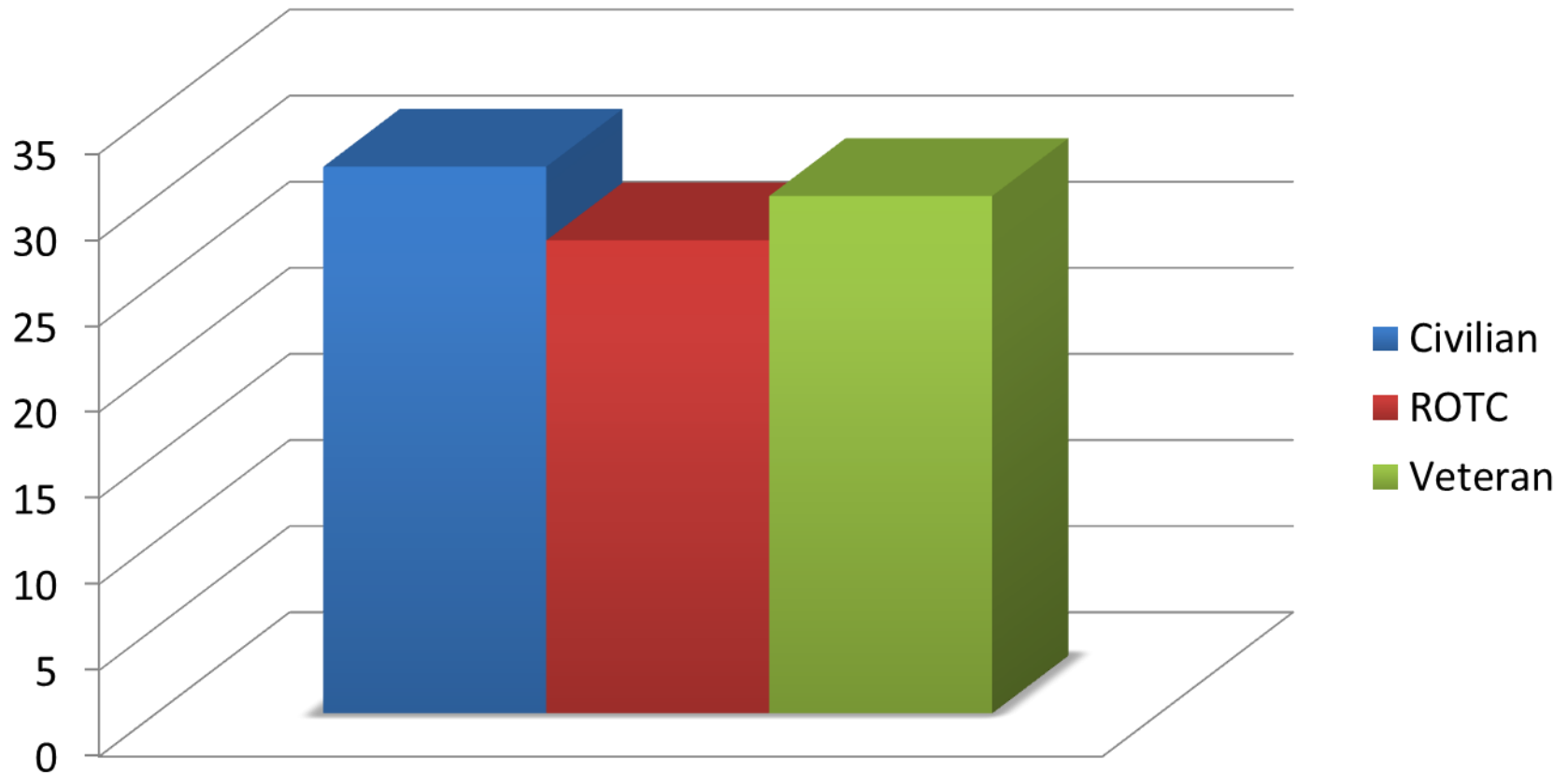
# School-related stress

# Role overload

# Depression & anxiety

# **Post-traumatic stress**



PTSD Checklist - Civilian

# 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 die.

# 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

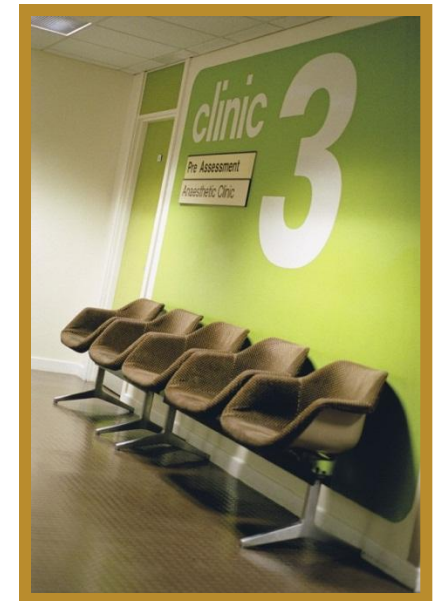# Service connected disabilities

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

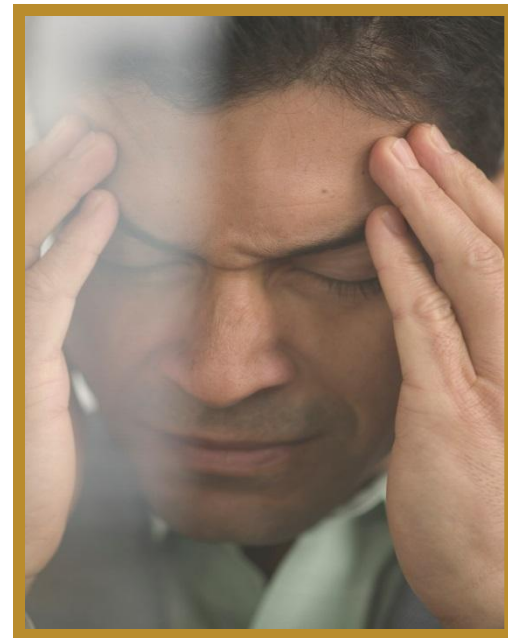# ADAA

- 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
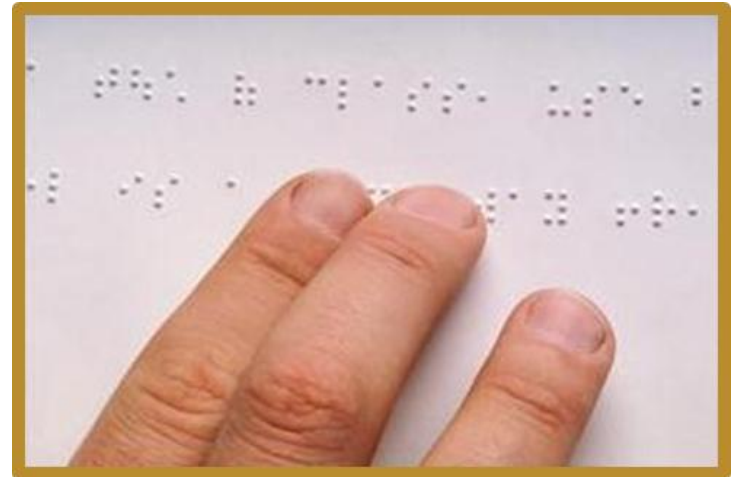
- Mobility devices

- 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.