Supporting Student Veterans
Who are military and Veteran students?

• Any student who is:
  • Actively serving in the military
  • Reserve status
  • Veteran status
  • Dependent or spouse of a service member
### Student Veteran Population Attending OSU

<table>
<thead>
<tr>
<th>Year</th>
<th>OSU Population</th>
<th>Veteran Population</th>
<th>% Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>?</td>
<td>1030</td>
<td>?</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>27,925</td>
<td>1013</td>
<td>4.0</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>27,278</td>
<td>846</td>
<td>3.1</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>25,727</td>
<td>770</td>
<td>3.0</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>24,109</td>
<td>719</td>
<td>3.0</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>22,231</td>
<td>466</td>
<td>2.1</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>20,328</td>
<td>390</td>
<td>1.9</td>
</tr>
</tbody>
</table>

NOTE: The above figures reflect the number of veteran students using some type of military benefit.
Helping student veterans transition by providing one or more well-identified “go-to” persons on campus who understand the military experience, giving good information in a directive fashion that feels familiar and comfortable, and following through with supportive services on an as-needed basis are all crucial to the academic success of student veterans. (McReynolds, J., 2014, p.2)
Schlossberg’s Transition Theory & Appreciative Advising

- Transition Theory

- Appreciative Advising
Schlossberg’s Transition Theory

• Adult development theory

• Coping and adjusting to transitions

• Event and/or non-event

• Four “S” System
  • *Situation*
  • *Self*
  • *Support*
  • *Strategies*
Appreciative Advising

• Based on tenets of Appreciative Inquiry
• Positive approach
• Helps optimize educational opportunities
• Six “D” Phases
  • Disarm
  • Discover
  • Dream
  • Design
  • Deliver
  • Don’t Settle
Discover phase, the Situation, and Self Variables

Student scenario – Maria was excited to be promoted within the national guard but was concerned about how she would now balance home life, school, and her new responsibilities.

<table>
<thead>
<tr>
<th>Appreciative Advising</th>
<th>Transition Theory</th>
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<tr>
<td><strong>Discover:</strong></td>
<td><strong>Situation</strong> – what does the transition look like and how is it important to the student?</td>
</tr>
<tr>
<td>• listening to their story</td>
<td></td>
</tr>
<tr>
<td>• uncovering strengths/passions</td>
<td></td>
</tr>
<tr>
<td>• positive open-ended questions</td>
<td></td>
</tr>
<tr>
<td><strong>Self</strong> – Student’s outlook on life in general.</td>
<td></td>
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</table>

- Helping students **talk through their situations and reframe them** as positive.
- Strength-based story reconstruction – **acknowledging difficulties but highlighting strengths** the student has demonstrated in the telling of their “story” and mapping those strengths to their current situation.
Dream Phase and the Self Variable

Student Scenario – John has been in school for three years and has one more year left in his program. Lately his ideas around his future career have begun to take shape but the upcoming transition out of school and back into the workforce is making him nervous. He has also expressed that he is feeling burnt out with school.

### Appreciative Advising

**Dream** – understanding/defining hopes and dreams about the future

### Transition Theory

**Self** - Student’s outlook on life in general

- Highlighting the future helps the student **build a positive outlook**
- Keeps the **vision of the future** in their mind, helping them through the long haul
- **Making dreams tangible** by brainstorming possible examples
Design Phase and the Support Variable

Student Scenario – Amelia is ready to lay out a long term plan to achieve her educational goals. She is a single mother who is also working 20 hours per week. Amelia admits that she doesn’t have strong coping skills.

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<td><strong>Design</strong> – co-creation of a step-by-step plan to achieve goals</td>
<td><strong>Support</strong> – Resources that are available to the student</td>
</tr>
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</table>

- Development of **Personal Presidential Cabinet** – system of people both inside and outside the institution to support the student during their plan.
- **Social support** = dealing with stress & roadblocks effectively
- **Inclusion of the “Cabinet” as part of the design** in crucial – don’t be afraid to make referrals as part of the cabinet plan.
The Deliver Phase and the Strategies Variable

Student Scenario – Gus is about half way through his academic program. He knows that he needs to get internship/field experience to be able to launch his career after graduation but he feels so overwhelmed by searching for an internship while going to school and working that he has stalled and feels like abandoning his search.

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<td><strong>Deliver</strong> – Carrying out the plan that was developed in the design stage</td>
<td><strong>Strategies</strong> – Ways in which the individual deals with the transition</td>
</tr>
</tbody>
</table>

- Using the strategies in their “toolbox” during the deliver phase
- Revisit the strategies laid out in the design stage but don’t be afraid to suggest new strategies as the need arises.

- Normalize the use of more than one “strategy” in any given situation.
Don’t Settle Phase & the 4 S System

Diagram showing the relationship between Situation, Strategies, and Support.
Veteran Specific Trauma Resources

• Awareness—combat, sexual trauma, natural disaster
  • School administration, academic performance, social relationships, & disabilities (physical and/or emotional)
  • PTSD, TBI

• Things to look for:
  • Re-experiencing events, avoidance/numbness, hyper-arousal, extreme emotional changes

• Available resources:
  • VA Campus Toolkit
    • http://www.mentalhealth.va.gov/studentveteran/
  • CAPS & Veterans
    • http://oregonstate.edu/counsel/welcome-military-personnel-veterans
  • Disability Access Services (DAS)
  • Military vs. Civilian Perceptions (formerly Battlemind.org)
    • https://www.rto.wrair.army.mil/
Veterans Website

• www.oregonstate.edu/veterans/home/

• Tour of the Veterans website – direct to advisor resources page and FAQ.
Questions?
References:


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