

Special Populations Group Project: Veterans

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Overview

Veterans Population

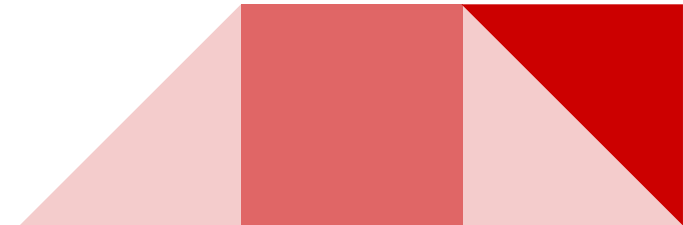
- Veterans returning to the civilian workforce
 - Overview of the veteran population
 - Demographics
 - Career Challenges
 - Advocacy Needs
 - Mental Health Risks
 - Applicable career development theories
 - Psychoeducational activity
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Veterans Definition

A “person who served in the active military, naval, air, or space service, and who was discharged or released therefrom under conditions other than dishonorable.”

Department of Veterans Affairs (VA)

- Runs programs benefiting veterans and members of their families.
- Offers education opportunities and rehabilitation services
- Provides compensation payments for disabilities or death related to military service, home loan guaranties, pensions, burials, and health care.

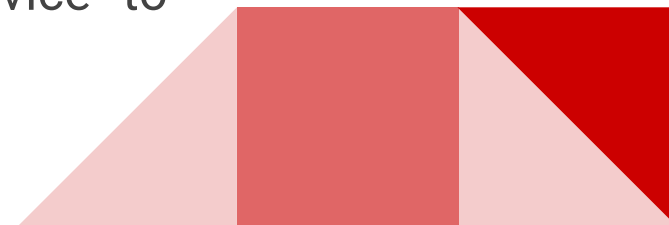


What factors are considered when deciding if someone is a veteran?

When Veterans Affairs (VA) evaluates a person's veteran status, it examines their service record to make a determination. The VA considers multiple factors like:

- The length of active service
- Time-period when that service occurred
- Character or type of service
- The circumstances and the type of discharge.

The individual must have “active military, naval, or air service” to be considered a veteran for most government purposes.



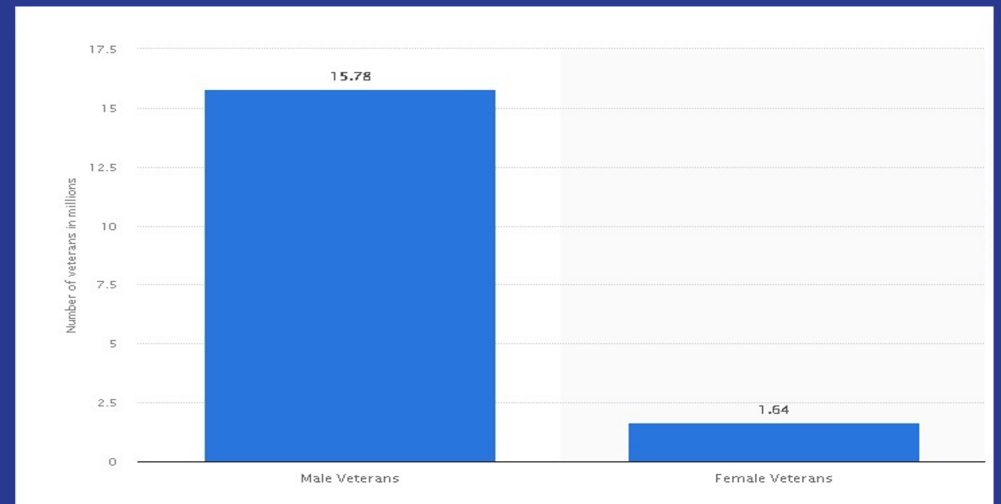
Demographics

Veterans Population

- Number of Veterans in the United States
 - Age and Gender
 - Employment/Unemployment
 - Occupation
 - Income
 - Education
-

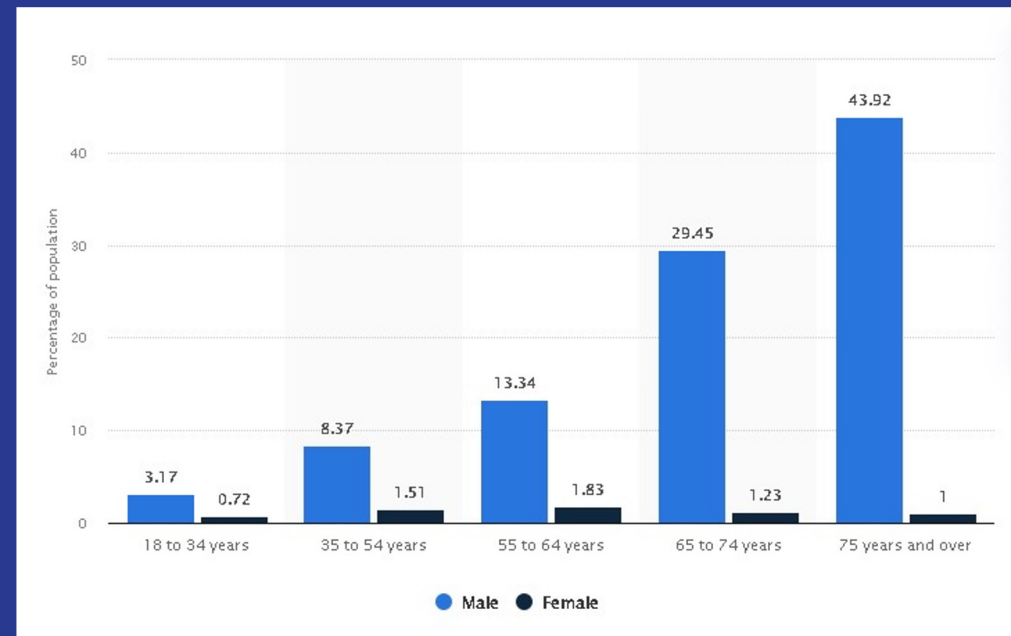
Number of veterans in the United States in 2019

by gender (in millions)



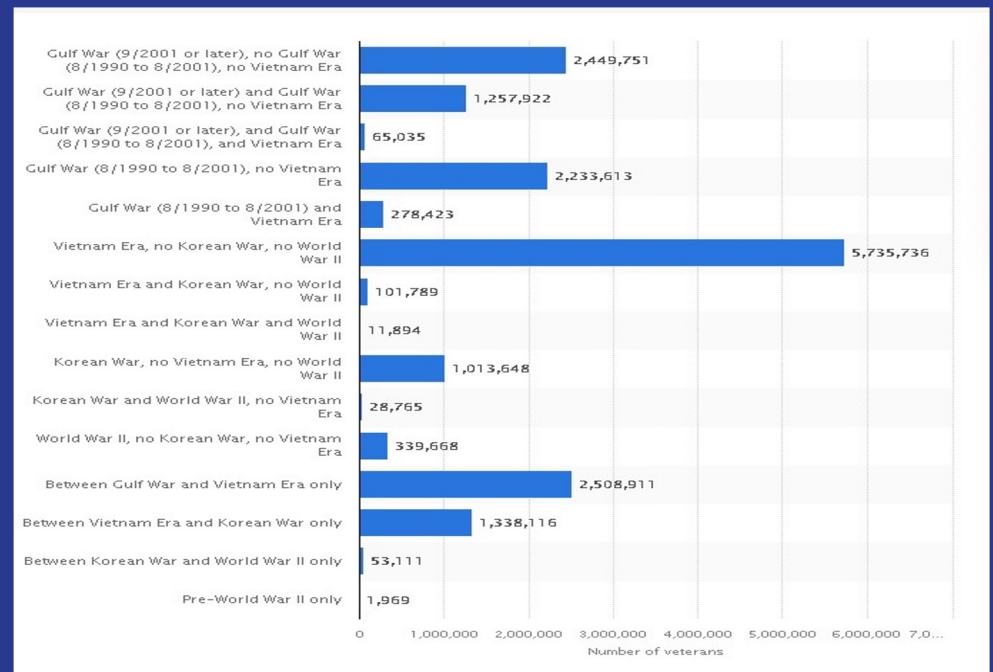
Percentage of U.S. population who are veterans in 2019

by age and gender



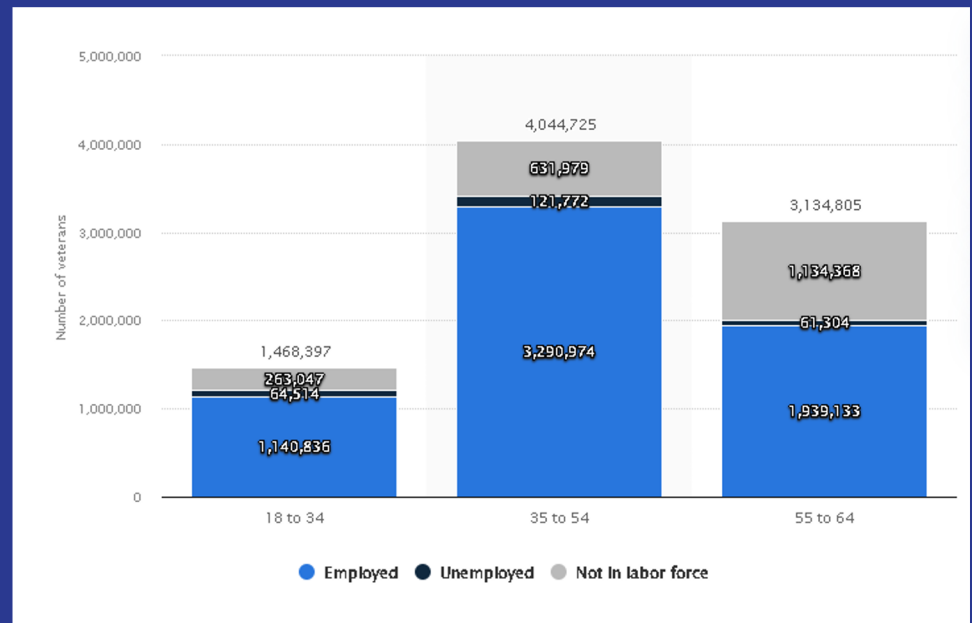
Number of veterans in the United States in 2019

by period of military service



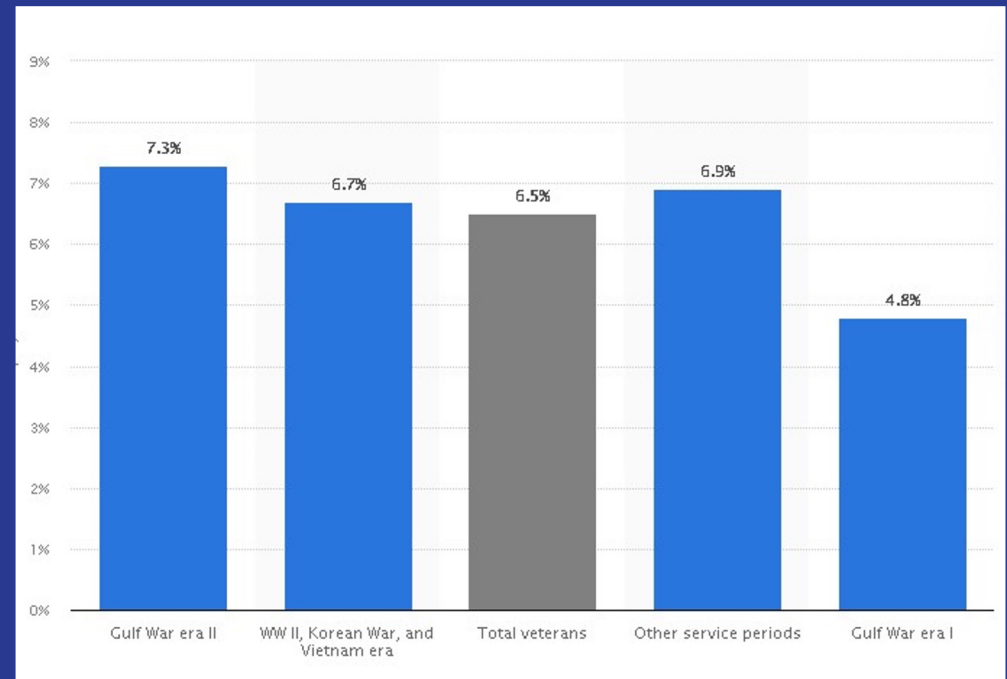
Employment status of veterans in the United States in 2019

by age



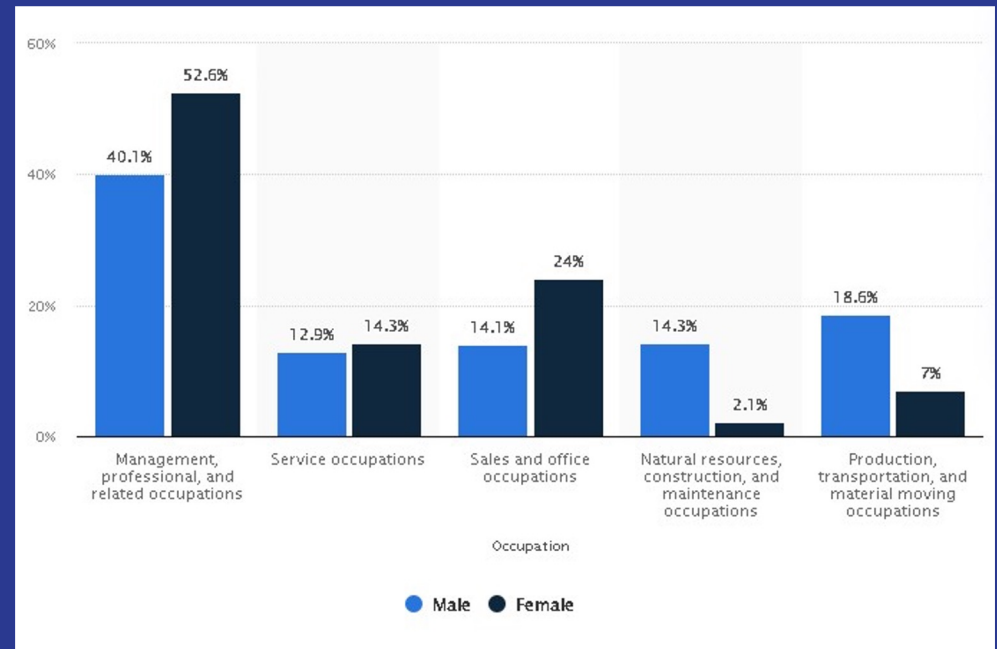
Unemployment rate among U.S. veterans in 2020

by period of service



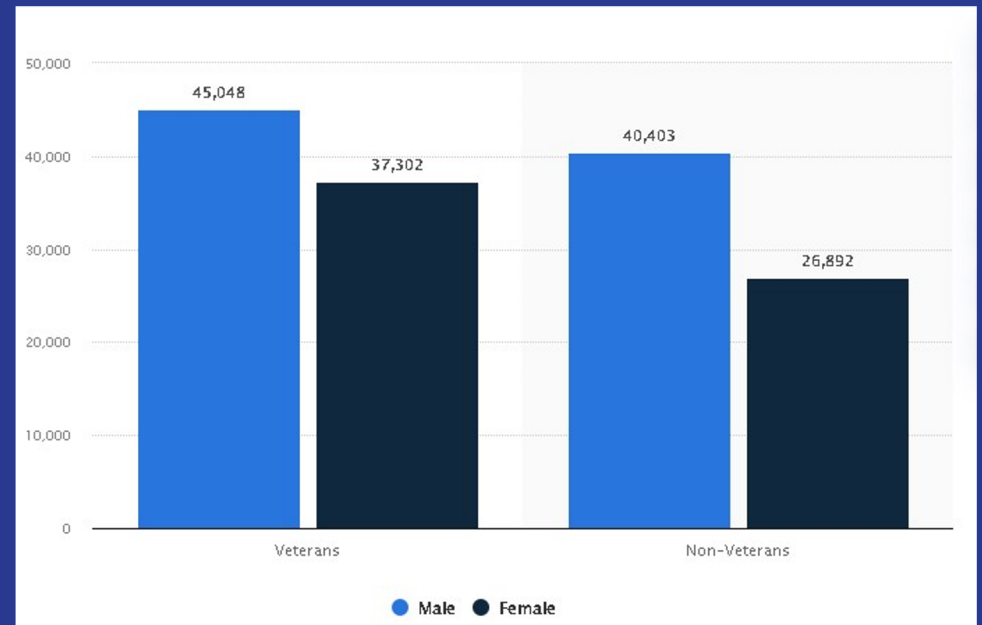
The most common occupational branches of U.S. veterans in 2020

by gender



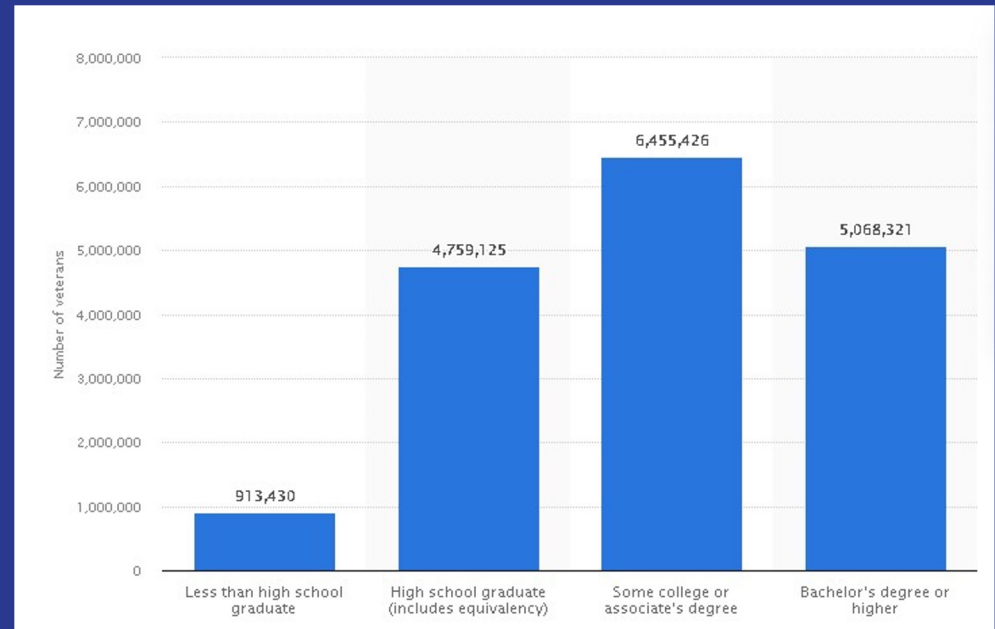
Median income of year-round full-time working veterans in the United States in 2019

by gender (in U.S. dollars)



Number of veterans in the United States in 2019

by educational attainment



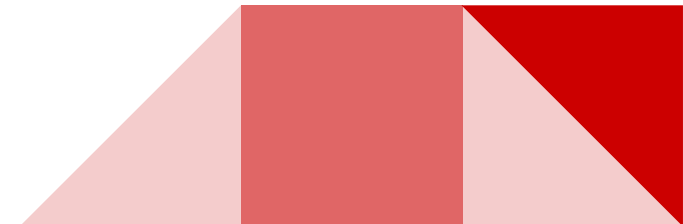
Career Challenges & Barriers

Veterans Population

- Civilian Life
 - Family
 - Community
 - Workforce
 - Necessities
 - Services
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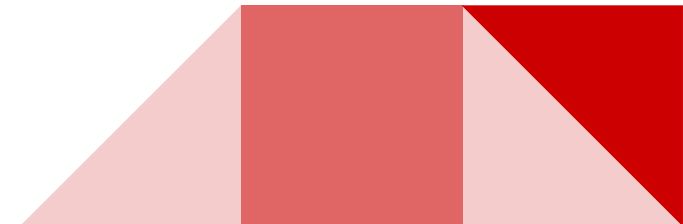
Career Challenges

- When assisting a Veteran returning to the civilian workforce it is important to
 - *“know what we do not know.”*
- Veterans may not be aware of career challenges
- Counselors must be mindful of these barriers



Relating to Civilians

- Veterans will need to relate to people who do not know or understand what military personnel have experienced.
- Many civilians do not “know that they do not know” or understand military life and its obligations.



Reconnecting with Family

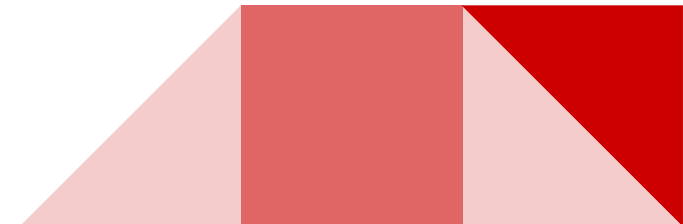


- Veterans will need to reconnect with family and re-establish their role in the family and household.
- Families have created new routines during absences and everyone will have to adjust to the veteran being home.



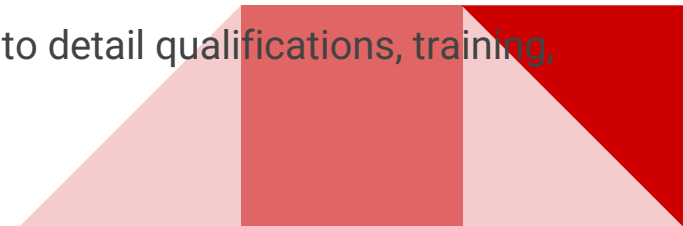
Joining or Creating a Community

- When moving to a new base, the military helps military personnel and families adjust.
 - This structure is not automatically in place when someone leaves the military.
- The Veteran and his or her family may have to find new ways to join or create a social community.



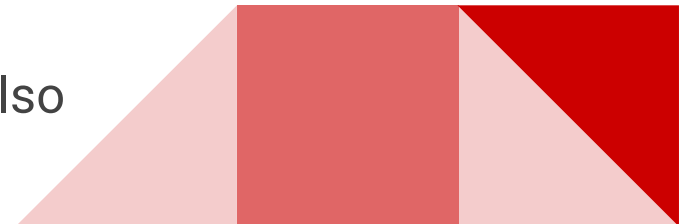
Preparing to Enter the Workforce

- A Veteran may have never looked for, applied for, or interviewed for a civilian job, especially if he or she had a career in the military.
 - These are new skills he or she will have to learn and master.
- In applying for a job, a Veteran will have to determine how to translate his or her military skills and duties into civilian terms and create a resume.
- A Veteran may have never created a resume.
 - Instead of a resume, the military uses a Field Service Record to detail qualifications, training, and experience.



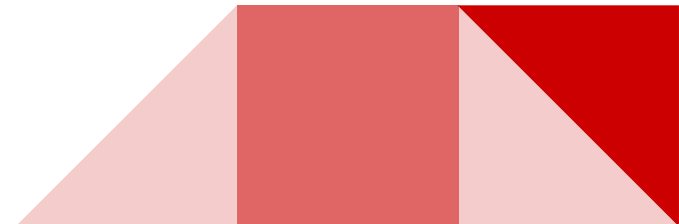
Returning to a Job

- Service Members will have to adjust to resuming their previous job or another similar job at the same company.
 - They may find themselves behind a desk in as little as 3 days after leaving a combat zone.
- Returning to the job may include a period of catching up, learning new skills, or adjusting to a new position.
 - It will also include adjusting to social changes that may have occurred in the workplace.
- During the transition back to work, some Veterans also experience worry and fear about possible job loss.



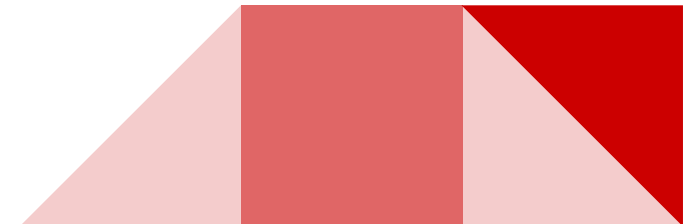
Creating Structure

- The military provides structure and has a clear chain of command.
 - This does not naturally exist outside the military.
- A veteran will have to create his or her own structure or adjust to living in an environment with more ambiguity.



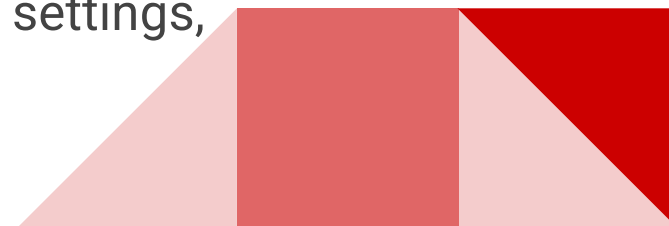
Adjusting to Providing Basic Necessities

- In the military, basic necessities (food, clothing, housing) are not only provided, but there is often little choice (you eat at determined times in a certain place, duty station determines your dress).
- Given the lack of choices while in the military, the vast array of choices in the civilian world can sometimes be overwhelming.



Adjusting to a Different Pace of Life and Work

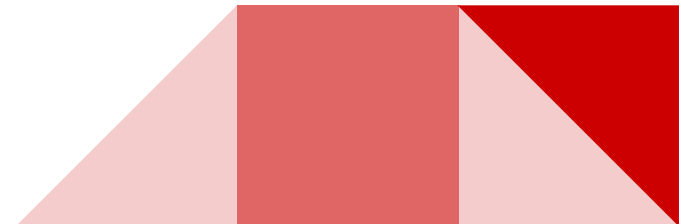
- In the military, personnel do not leave until the mission is complete. In a private sector business, an employee might be expected to stop and go home at 5pm, whether the “mission” is complete or not.
 - This may not be apparent to all Veterans.
- Civilian workplaces may be competitive environments, as opposed to the collaborative camaraderie of the military.
- Given the direct nature of communication in military settings, there may be subtle nuances in conversations and workplace lingo that are unfamiliar to Veterans.



Establishing Services



- A Veteran may have to learn how to get a doctor, dentist, life insurance, etc. These services were previously provided by the military.
- A Veteran may also need to navigate the paperwork and process of obtaining benefits and services from the Department of Veteran Affairs or from their employer.



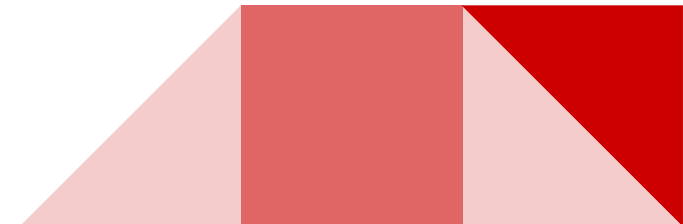
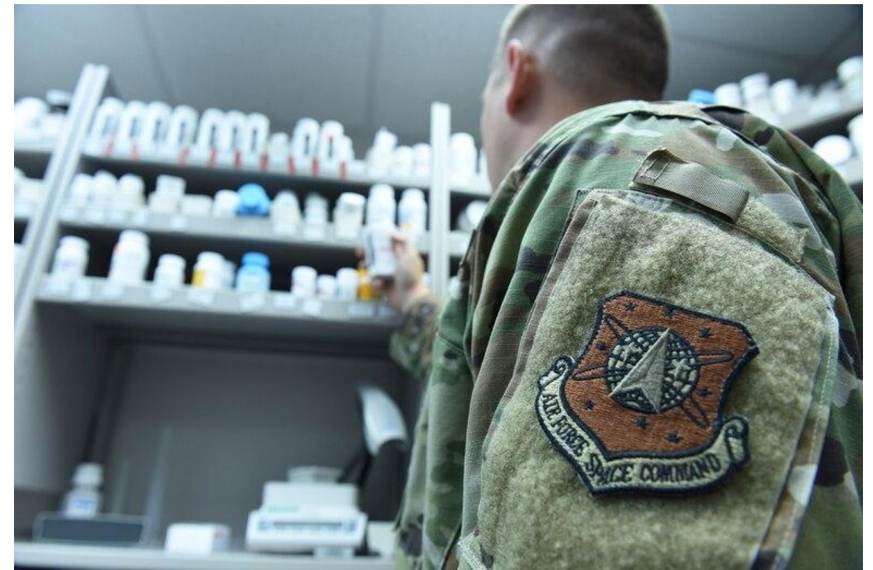
Advocacy Needs

Veterans Population

- Transitioning Home
 - Suicide Prevention
 - Health care
 - Education and Training
 - Careers and Employment
 - Financial Assistance
 - Housing
 - Records
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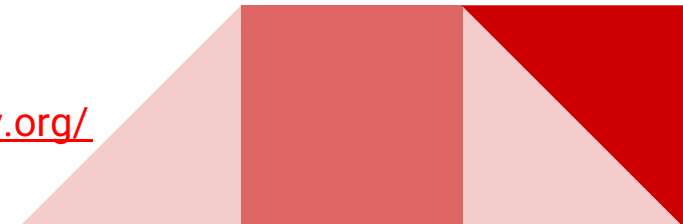
Advocacy Needs

- Transitioning Home
- Suicide Prevention
 - #22ADAY
- Health care
 - General Care
 - Pain Management
 - Mental Health
 - Disability
 - Veterans Choice Program and Improvement Act (American Medical Association)



Advocacy Needs

- Education and Training
 - GI Bill
- Careers and Employment
- Financial Assistance
 - Service Member Benefits
 - Family Member Benefits
 - Pension
 - Life Insurance
 - Burials and Memorials
- Housing
 - Homeless Veterans
 - National Coalition for Homeless Veterans: <https://nchv.org/>
- Records



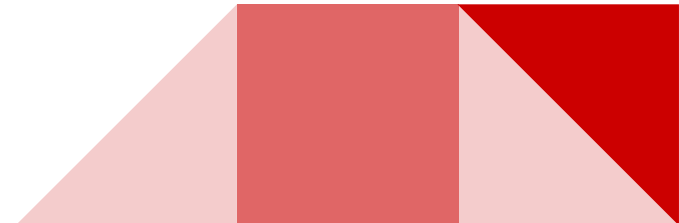
Mental Health Risks

Veterans Population

- Anxiety
 - Bipolar
 - Depression
 - Suicide Prevention
 - Traumatic Brain Injury (TBI)
 - Military Sexual Trauma (MST)
 - PTSD
 - Schizophrenia
 - Substance Use Disorder
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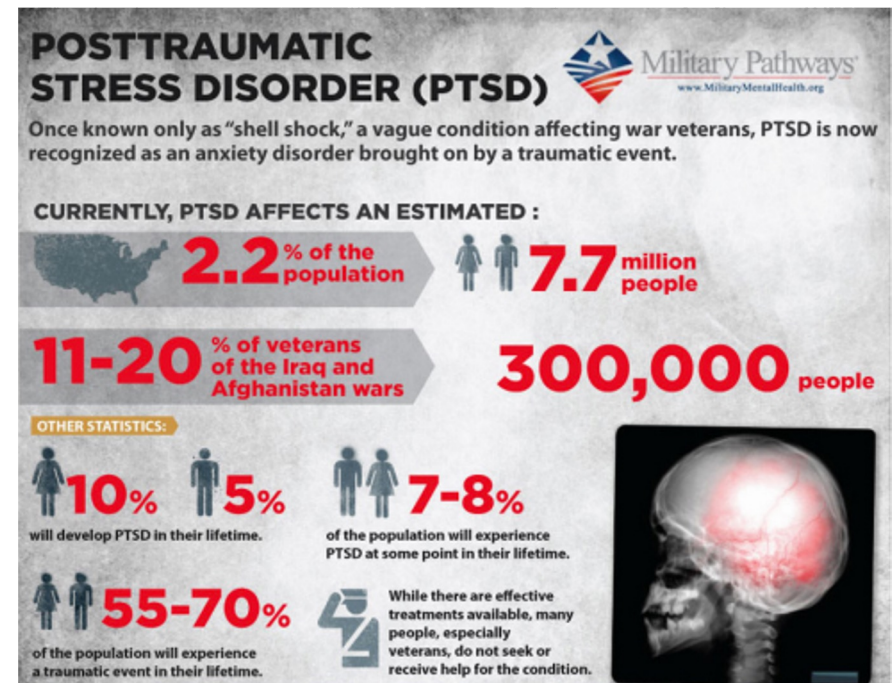
Mental Health Risks

- Anxiety
 - Social
 - Generalized
 - Panic Attacks
 - Specific Phobias
 - Veteran Video: [Brian's Story with Anxiety](#)
- Bipolar
 - Veteran Video: [Bipolar Treatment](#)
- Depression
 - Veteran Video: [Managing Depression](#)
 - [Suicide Prevention](#)
 - Veteran Video: [Crisis Line - Firearm Safety](#)
- Effects of Traumatic Brain Injury (TBI)
 - Veteran Video: [Coping with TBI](#)



Mental Health Risks

- Military Sexual Trauma (MST)
 - Veteran Video: [About MST](#)
- PTSD
 - Veteran Video: [About PTSD](#)
- Schizophrenia
 - Veteran Video: [Schizophrenia Treatment](#)
- Substance Use Disorder
 - Drugs & Opioids
 - Alcohol
 - Tobacco
 - Veteran Video: [One Disease, Many Treatments](#)



Theories

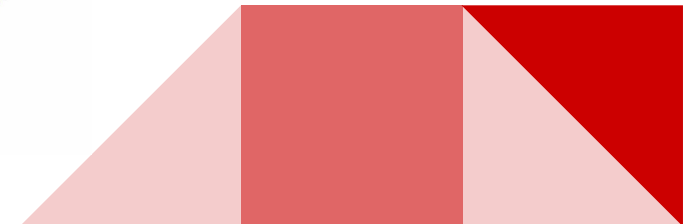
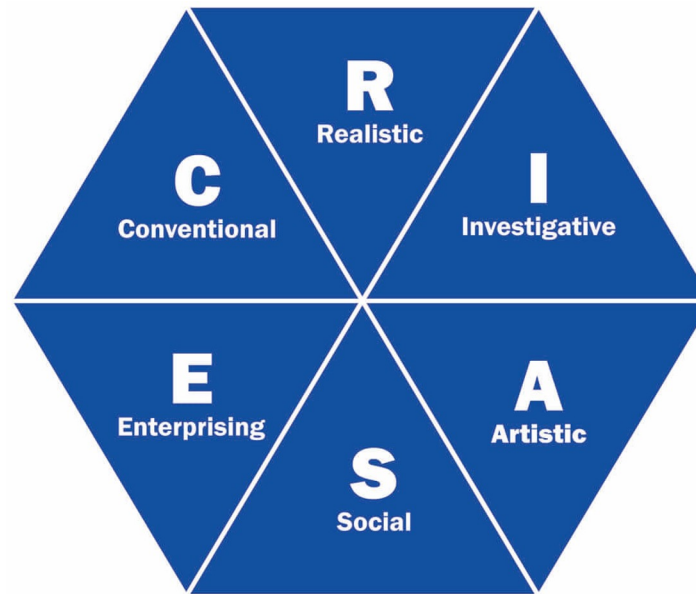
For Career Development

- Holland's Theory
- Social Cognitive Career Theory (SCCT)

Holland's Theory of Career Choice

Holland's theory is centred on the notion that most people fit into one of six personality types:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional



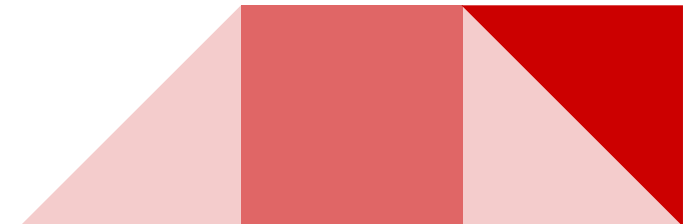
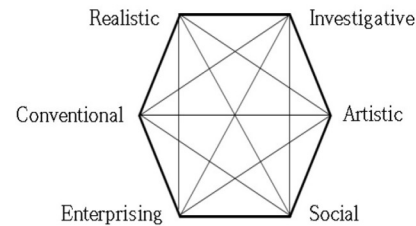
Holland's Theory of Career Choice

- There are six kinds of environments: realistic, investigative, social, enterprising, conventional.
- Each person searches for the environment that will satisfy their interests, values, skills.
- Every person's behavior depends on an interaction between personality and the environment.



Important Constructs

- Congruence - the degree of fit between a personality type and the environment type.
- Differentiation - degree of distinctness among types in someone's personality profile
- Consistency - degree of relatedness within types.

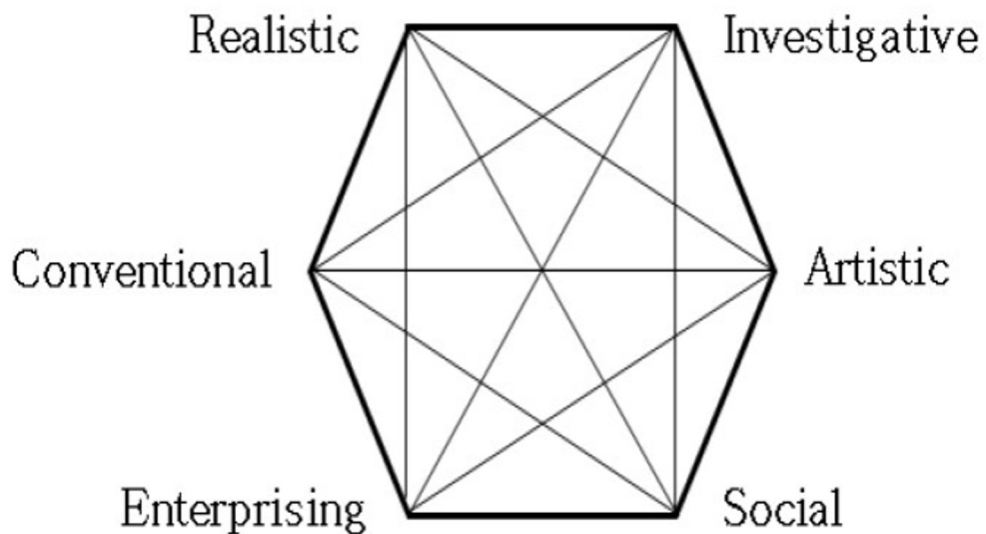


Holland's Theory and Veterans

- Discussing interests comes first as veterans face decisions about their plans.
- Most useful for veterans that have been on active duty for an extended period of time and veterans that have never had civilian jobs often have limited information about
 - Their own interests, what civilian occupations they might enjoy the most
 - Which civilian jobs are connected to those interests



Holland's Hexagon shows the relationships between military experience and possible career options.



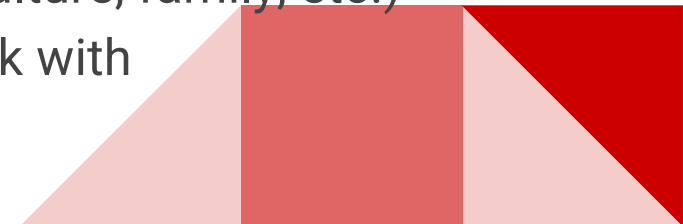
Primary tasks:

- Self-exploration
- Career-options exploration
- Encourage to be open to new possibilities



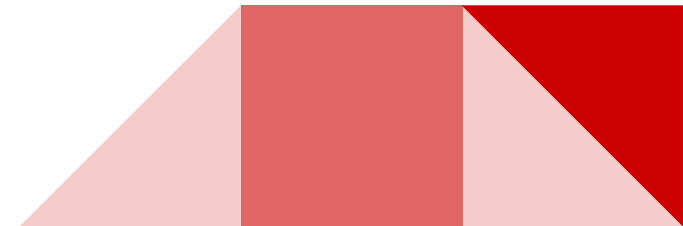
Social Cognitive Career Theory (SCCT)

- Social Cognitive Career Theory highlights:
 - Self-efficacy beliefs
 - Outcome expectations
 - Personal goals
- SCCT describes how person inputs (e.g., gender and race) interact with contextual factors (e.g., culture, geography, family) and learning experiences to influence self-efficacy beliefs and outcome expectations.
- Taking all of this into consideration (gender, race, culture, family, etc.) allows SCCT to guide career counselors in their work with diverse clients.



Self-Efficacy

- Bandura defines self-efficacy beliefs as:
“people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.”
- Dynamic
- Domain specific
- Self-Efficacy is shaped by four sources:
 1. Personal Performance Accomplishments
 2. Vicarious Learning
 3. Social Persuasion
 4. Physiological states and reactions



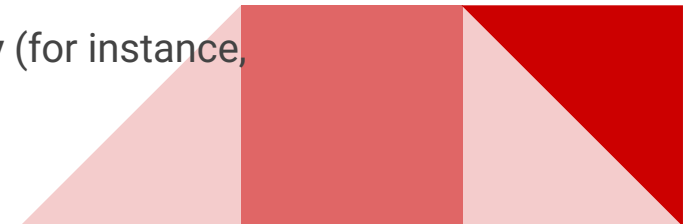
Outcome Expectations

Beliefs about the outcomes of performing specific behaviors

- *What is likely to happen if I apply for an internship at this company?*
- *What job opportunities am I likely to have if I earn a degree?*
- *What job opportunities am I likely to have from my military experience?*

Outcome Expectations include beliefs about:

- **Extrinsic reinforcement** (receiving tangible rewards for successful performance)
- **Self-directed consequences** (such as pride in oneself for mastering a challenging task)
- **Outcomes derived from the process of performing a given activity** (for instance, absorption in the task itself)



Personal Goals

- Relate to our determination to engage in certain activities to produce a particular outcome.
- Help to organize and guide our behavior over long periods of time
- Self-efficacy and outcome expectations shape our goals.



Psychoeducational Activity

Grounded in Holland's and
Social Cognitive Career Theory

- Holland's O*NET Interest Profiler
 - SCCT Card Sort
-

Psychoeducational Activity - [Click here for handout](#)

Step 1

O*Net Interest Profile

*Complete the O*Net Interest Profile designed to measure interests based on Holland's personality types theory.*

Use the results to create a stack of cards listing occupations from the client's primary and secondary interest profile.

Step 2

Card Sort

The client would sort these occupations according to what they:

- *Would choose*
- *Would not choose*
- *In question*

Step 3

Evaluation

Client then takes the "would not choose" and "in question" stacks and sort them according to what they:

- *Would choose if they had the skills (self-efficacy beliefs)*
- *Would choose if they thought the occupation offered them things they value (outcome expectations)*
- *Would not choose under any circumstances.*

Holland's O*NET Interest Profiler

Purpose: to help veterans understand their interests and link them to the most suited jobs in order to make a satisfying career choice.

Setting: Individual or group. Two or more sessions



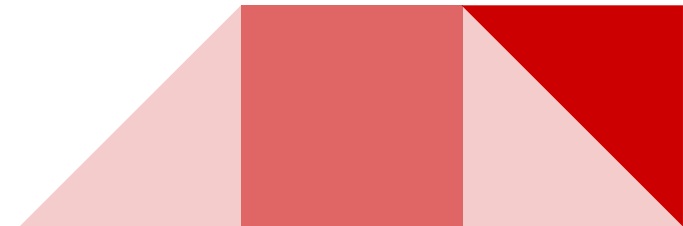
Prior to taking the assessment

- Explain the reasons for taking it.
- Encourage to seek for a comfortable, private space with minimum distractions.
- Encourage to be honest while answering the questions.
- Explain that results are confidential and will not be shared without patients permission.

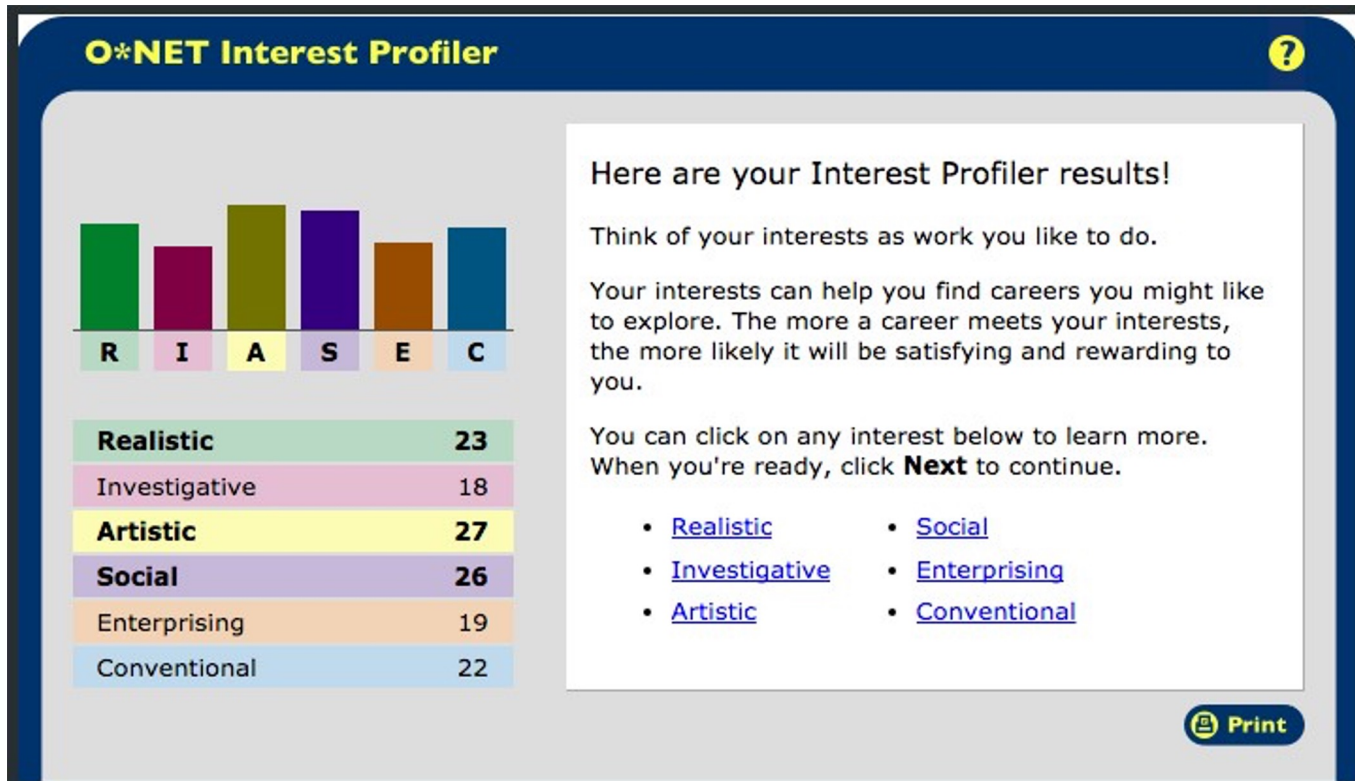


Instructions How to Complete the Profiler

- Takes about 20 - 60 minutes to complete.
- Has to be completed in one session.
- Results are available immediately.
- The importance of answering the questions in order (from top to bottom).
- Show a sample to make sure that the format looks clear to the client.



Results Interpretation



Results Interpretation

O*NET Interest Profiler

Click to change your Job Zone:
1 2 3 4 **5** **Job Zone Five**
extensive job preparation

Careers that fit your interests and preparation level:

Best fit Great fit

- Architecture Teachers, Postsecondary
- Art Therapists
- Art, Drama, & Music Teachers, Postsecondary
- Clergy
- Communications Teachers, Postsecondary
- Education Teachers, Postsecondary

Click on a career to learn what they do.

Print Share

Back Start Interests Results Job Zones **Careers** Find More Careers

- Careers = Interests + Job zones.
- Job Zones - groups of careers with the same level of experience, education, training.

SCCT Card Sort

O*Net Cards

Complete the O*Net Interest Profile designed to measure interests based on Holland's personality types theory.

Use the results to create a stack of cards listing occupations from the client's primary and secondary interest profile.

Card Sort Part 1

The client would sort these occupations according to what they:

- Would choose
- Would not choose
- In question

Card Sort Part 2

Client then takes the "would not choose" and "in question" stacks and sort them according to what they:

- Would choose if they had the skills
 - **self-efficacy beliefs**
- Would choose if they thought the occupation offered them things they value
 - **outcome expectations**
- Would not choose under any circumstances.

References

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