Table 1. *Overview of Peer-Reviewed Literature on Student Service Members/Veterans (SSM/V).*

| **Study** | ***N*** | **Male** | **White** | **Age** | **Challenges** |
| --- | --- | --- | --- | --- | --- |
| **Quantitative Research** |  |  |  |  |  |
| Alfred et al. ([2014](#_ENREF_4)) | 117 | 100% | 83.8% | 28.6 | Transition, conforming to masculine norms, poor psychological well-being (self-concept, acceptance of self) |
| Barnard-Brak et al. ([2011](#_ENREF_8)) | 596 (F) | 58.8% | 89.7% | NR | PTSD, lack of faculty confidence in working with SSM/Vs with symptoms of PTSD |
| Barry, Whiteman, Wadsworth, & Hitt ([2012](#_ENREF_9)) | 145  136 (C) | 79%  44% (C) | 92% | 31.21  24.64 (C) | Alcohol use; mental health symptoms such as depression, anxiety, and PTSD |
| Barry, Whiteman, & MacDermid Wadsworth ([2012](#_ENREF_10)) | 169  79 (C) | 62% | 92% | 26.66  26.97 (C) | PTS symptoms, alcohol use |
| Blosnich et al. ([2014](#_ENREF_12)) | 706  26,678 (C) | 66.7%  31.9% (C) | 74.5%  70.2% (C) | 30.6  22 (C) | Self-harm, mental health, suicidal ideation, hazardous duty |
| Bryan & Bryan ([2014](#_ENREF_18)) | 335 | 70% | 82% | 36.6 | Non-suicidal self-injury, especially in female SSM/V |
| Bryan et al. ([2015](#_ENREF_19)) | 464 | 70% | 83% | 36.1 | Suicidal ideation and plans significantly linked to premilitary (women) and military sexual trauma (men) |
| Bryan et al. ([2015](#_ENREF_17)) | 476 | 69.2% | 81% | 36.1 | Suicide attempts, PTS, self-forgiveness |
| Bush et al. ([2014](#_ENREF_22)) | 11 | NR | 73% | 32.3 | PTS, stigma to seek treatment |
| Darcy & Powers ([2013](#_ENREF_34)) | 7 |  | 100% | 24-42 | Feeling different from traditional students, difficulties with peers and faculty, identity issues |
| DiRamio et al. ([2008](#_ENREF_36)) | 25 | 76% | NR | 20-34 | Difficulty connecting with peers, cultural difficulties, lack of support, trouble managing SSM/V office, financial difficulties, physical disabilities, mental health (PTSD) |
| DiRamio et al. ([2015](#_ENREF_38)) | 167 | 73% | N/A | N/A | No gender differences in SSM/V attitudes towards seeking assistance for academic or psychological problems |
| Durdella & Kim ([2012](#_ENREF_41)) | 21,179 | 43.2% | 15.4% | Majority 18-22y | Academic performance, sense of belonging |
| Elliott et al. ([2011](#_ENREF_42)) | 124 | 76% | NR | 30.92 | Combat exposure, PTSD symptoms, alienation, lack of faculty support |
| Grossbard et al. ([2014](#_ENREF_54)) | 1679 | 75% | 90% | 31.3 | Deployed veterans reporting higher levels of risky drinking; mental health, stress, poor sleep and lack of faculty/staff support linked to academic consequences |
| Johnson et al. ([2014](#_ENREF_61)) | 1245  1245 (C) | 70%  35% (C) | 68%  72% (C) | 29  22.6 (C) | Hostility, social anxiety and family concerns greater in military sample |
| Kanel ([2013](#_ENREF_65)) | 39 | 100% | NR | Majority 25-30 | Mental health, PTSD, lack of social support/contact |
| Ness & Vroman ([2014](#_ENREF_84)) | 192 | 77% | NR | 30.7 | PTSD, TBI |
| Nyaronga & Toma ([2015](#_ENREF_85)) | 144 | 71.5% | 73% | 35-44 | Deployment significantly linked to increased PTS symptoms, friend support and religiosity protective factors |
| Pease et al. ([2015](#_ENREF_87)) | 658  2,632 (C) | 72.5%  72.5% (C) | 79.2%  70.3% (C) | 30.4% 26-30  30.4% 26-30 (C) | Suicidal thoughts and behaviors, depression |
| Ray-Sannerud et al. ([2015](#_ENREF_91)) | 422 | 69.7% | 82.5% | 72.7% | Elevated levels of emotional distress, PTS, depression, and self-injury in Veterans with histories of same-sex partners |
| **Study** | ***N*** | **Male** | **White** | **Age** | **Challenges** |
| Richardson et al. ([2015](#_ENREF_92)) | 122  89 (C) | NR | NR | NR | Limited understanding of schedules/degree plans, limited access to quality advising |
| Romero et al. ([2015](#_ENREF_96)) | 136 | 78% | 77% | 32 | Avoidant coping, but not gender and combat exposure, linked to increased depression and PTS; Family support moderated this relationship |
| Rudd et al. ([2011](#_ENREF_97)) | 628 | 79% | 77% | 26 | Mental health and psychological symptoms, suicide risk |
| Smee et al. ([2013](#_ENREF_106)) | 16 | 75% | NR | 18-31+ | TBI, cognitive fatigue, PTSD |
| Smith-Osborne ([2012](#_ENREF_107)) | 75 | 76% | 57% | 32 | Feeling different from traditional students, re-integration |
| Vance & Miller II ([2009](#_ENREF_114)) | 2,500 schools | NR | NR | NR | Physical disabilities, PTSD, TBI, mental health, medical/health challenges, mobility and learning difficulties |
| Whiteman & Barry ([2011](#_ENREF_120)) | 135  117 (C) | 79%  44% (C) | 92% | 30.72  24.58 (C) | Alcohol use, coping motives for alcohol use |
| Whiteman et al. ([2013](#_ENREF_121)) | 199  181 (C) | 77%  45% (C) | NR | 29.41  23.67 (C) | Lack of social support, psychological distress, PTS symptoms |
| Widome, Kehle et al. ([2011](#_ENREF_122)) | 406 | 78% | 89% | Majority >25y | PTSD, alcohol use, physical fights |
| Widome, Laska et al. ([2011](#_ENREF_123)) | 406  7815 (C) | 77.8%;  29.4% (C) | 88.9%  91.2% (C) | 61.6% < 25  38.8% > 25 (C) | Substance use, physical fights |
| **Qualitative Research** |  |  |  |  |  |
| Allen et al. ([2014](#_ENREF_5)) | N/A | N/A | N/A | N/A | Lack of nursing programs designed for SSM/Vs, eLine Military (ELM) may be valuable curriculum to adapt |
| Bonar & Domenici ([2011](#_ENREF_13)) | N/A | N/A | N/A | N/A | Cultural challenges, stigmatized as “wounded warrior” |
| Canto et al. ([2015](#_ENREF_25)) | N/A | N/A | N/A | N/A | Integration and systematic evaluation of creative counseling efforts |
| Cass & Hammond ([2015](#_ENREF_26)) | 3 campuses | N/A | N/A | N/A | Using technology to enhance mentoring and advising support SSM/Vs transition to college setting |
| Glover-Graf et al. ([2010](#_ENREF_50)) | 7 | 100% | 0% | 26-39 | Incorporating SSM/Vs with PTS in acadmic setting |
| DiRamio et al. ([2015](#_ENREF_38)) | 13 | 0% | N/A | N/A | Women may be especially hesitant to engage in campus services due to military culture of independence and stigma |
| Ellison et al. ([2012](#_ENREF_44)) | 31 | 88% | 54% | 82% | Difficulty managing GI Bill, PTSD, re-integration |
| Griffin & Gilbert ([2015](#_ENREF_53)) | 28  72 faculty | N/A | N/A | N/A | Training staff and student body to understand SSM/V needs and need for SSM/V –specific groups and services |
| Livingston et al. ([2011](#_ENREF_71)) | 15 | 93% | 100% | 25 | Treatment-seeking stigma, differences from traditional students, lack of social support, difficulty managing campus, navigating re-enrollment |
| Mentzer, Black & Spohn ([2015](#_ENREF_79)) | 42  250 (C) | N/A | N/A | N/A | Institutional and academic support linked to SSM/V persistence to stay in school |
| Osborne ([2014](#_ENREF_86)) | 14 | 71% | 57% | 22-30 | Negative interactions with faculty and staff, misinformed higher education community, transition |
| Persky & Oliver ([2011](#_ENREF_89)) | 60 | NR | NR | NR | Need for credit streamlining, streamlining programs and services, lack of faculty support, PTSD, lack of peer support |
| **Study** | ***N*** | **Male** | **White** | **Age** | **Challenges** |
| Rumann & Hamrick ([2010](#_ENREF_99)) | 6 | 83% | NR | NR | Role incongruities (military vs. academic), mental health, relationship difficulties, identity renegotiation |
| Selber et al. ([2015](#_ENREF_102)) | N/A | N/A | N/A | N/A | Work/school balance, developing relationships with faculty and peers, potential learning disabilities, re-engagement after years of service |
| Wilson et al. ([2013](#_ENREF_125)) | 13 | 62% | 54% | 33.46 | Difficulty completing degree, lack of social integration |
| Wisner et al. ([2015](#_ENREF_127)) | 9 | 67% | 56% | 32 | Benefits of conducting mindfulness groups on campus for SV’s |
| Wurster et al. ([2013](#_ENREF_129)) | 1 | 100% | NR | 29 | Financial difficulties, identity and cultural issues, high expectations, lack of support |
| **Literature Reviews** |  |  |  |  |  |
| Barry et al. ([2014](#_ENREF_11)) | N/A | N/A | N/A | N/A | Psychological and mental health issues, health risk behaviors, academic functioning and performance, difficulties with peers and faculty |
| Branker ([2009](#_ENREF_16)) | N/A | N/A | N/A | N/A | Physical disabilities |
| Burnett & Segoria ([2009](#_ENREF_21)) | N/A | N/A | N/A | N/A | Physical disabilities, functional limitations, TBI |
| Church ([2009](#_ENREF_28)) | N/A | N/A | N/A | N/A | Physical injuries, operational stress injuries, mental health, TBI, functional difficulties |
| Danish & Antonides ([2009](#_ENREF_33)) | N/A | N/A | N/A | N/A | Poor health care services, physical disabilities, mental health, family members |
| Ford & Vignare ([2015](#_ENREF_48)) | N/A | N/A | N/A | N/A | Combat-related physical and mental injuries, interactions with unresponsive or indifferent staff and faculty |
| Madaus et al. ([2009](#_ENREF_73)) | N/A | N/A | N/A | N/A | Physical disabilities, adjustment to disabilities, TBI, PTSD, mental health issues |
| Shackelford ([2009](#_ENREF_103)) | N/A | N/A | N/ A | N/A | Physical disabilities, TBI, PTSD, mental health, feeling different from traditional students |
| Starr-Glass ([2011](#_ENREF_109)) | N/A | N/A | N/A | N/A | Feeling different from traditional students, deployment/active duty |

*Note.* Studies varied on the number of sites utilized to collect data ranging from one university/institution to large multi-site databases. C = civilian students. Mo = months. N/A = Not applicable. NR = not reported. PTS = Posttraumatic Stress Symptoms. PTSD = Post Traumatic Stress Disorder. TBI = Traumatic Brain Injury. Y = year

Table 2. *Overview of Grey Literature on Student Service Members/Veterans (SSM/V).*

| **Study** | **Sample** | **Challenges** | |
| --- | --- | --- | --- |
| **Quantitative Research** |  |  | |
| Hart & Thompson ([2013](#_ENREF_55)) | N/A | Institutions vary on their awareness of SSM/Vs, support offered, education of faculty and training | |
| Lang & Powers ([2011](#_ENREF_68)) | 160 SSM/V | Degree attainment, feeling different from traditional students, work and family obligations, no credit for military training | |
| **Qualitative Research** |  |  | |
| Steele et al. ([2010](#_ENREF_110)) | 22 groups  230 SSM/V | Credits obtained during military training, mental health, feeling different from traditional students, treatment engagement, delayed receipt of benefits | |
| McCaslin, Leach, Herbst & Armstrong ([2013](#_ENREF_78)) | 3 (2 Male) | Integration into campus culture, mental health, engagement with services, physical impairments | |
| **Literature Reviews** |  |  | |
| American Council on Education ([2008](#_ENREF_6)) | N/A | Unclear credit transfer policies, feeling different from traditional students, lack of awareness of programs/services available, difficulty navigating the administrative process, delay in benefits | |
| Callahan & Jarrat ([2014](#_ENREF_23)) | N/A | Feeling different from traditional students, financial difficulties, transition from military to college, navigating administrative process, PTSD, relocation/deployment | |
| Cunningham ([2012](#_ENREF_31)) | N/A | Difficulty obtaining benefits, barriers on campus, deployment, feeling different from traditional students | |
| DiRamio & Jarvis ([2011](#_ENREF_37)) | N/A | “Culture shock” / identity crisis, unique difficulties of female SSM/Vs (MST), financial difficulties, transcript issues, physical disabilities, mental health | |
| Lafferty et al. ([2008](#_ENREF_67)) | N/A | Reintegration, PTSD, mental health | |
| McBain ([2013](#_ENREF_76)) | N/A | Mental health, difficulty navigating administration | |
| Walton-Radford ([2009](#_ENREF_115)) | N/A | Feeling different from traditional students, financial difficulties, transition from military to college, difficult relationships with peers and faculty, difficulty managing benefits | |
| Wise ([2011](#_ENREF_126)) | N/A | Academic success, retention, feeling different from traditional students, transition from military to college | |
| Wright ([2008](#_ENREF_128)) | N/A | Feeling different from traditional students, financial difficulties, physical disabilities | |
| **Book Chapters** |  |  | |
| Abel et al. ([2013](#_ENREF_1)) | N/A | Establishment of an effective Office of Veteran and Military Services on campus | |
| Abramson et al. ([2015](#_ENREF_2)) | N/A | Challenge of transition from soldier to civilian and student, and of implementing program Outside the Wire. | |
| Ackerman et al. ([2009](#_ENREF_3)) | 25 SSM/V  (76% male) | Deployment, combat, sexual assault, managing Veterans Administration, physical disabilities, mental health | |
| Arminio & Grabosky ([2013](#_ENREF_7)) | N/A | Enhancing SSM/V self-advocacy on campus and in the community | |
| Canfield & Weiss ([2015](#_ENREF_24)) | N/A | PTS in the classroom setting | |
| DeSawal ([2013](#_ENREF_35)) | N.A | Adapting from military to campus culture; conflicting identities and values | |
| Esqueda et al. ([2015](#_ENREF_45)) | N/A | Improving access, retention and performance of SSM/Vs on college campuses | |
| Finney & Wilcox ([2015](#_ENREF_46)) | N/A | Implementing the Veterans Transitions Program Model onto campus | |
| Ford et al. ([2009](#_ENREF_47)) | N/A | Re-enrollment, deployment, mental health | |
| Franzwa & Supranovich ([2015](#_ENREF_49)) | N/A | Incorporation of SSM/Vs in interships and field placements | |
| Hawthorne et al. ([2013](#_ENREF_56)) | N/A | Establishing effective Student Veteran Organization on campus | |
| Iverson & Anderson ([2013](#_ENREF_59)) | N/A | Integration of women, minorities, and/or Lesbian/Gay/BiSxual/Transgendered SSM/Vs | |
| Jackson et al. ([2013](#_ENREF_60)) | N/A | Engaging institutional leadership in creating a SSM/V-friendly campus | |
| Johnson ([2009](#_ENREF_62)) | N/A | Re-enrollment, deployment, mental health | |
| Kraus & Rattray ([2013](#_ENREF_66)) | N/A | Physical disabilities, TBI | |
| Livingston & Baumann ([2013](#_ENREF_70)) | N/A | Activation, deployment, and re-integration of SSM/Vs | |
| Minnis et al. ([2013](#_ENREF_81)) | N/A | Implementation of learning communities for SSM/Vs | |
| Molina et al. ([2015](#_ENREF_82)) | N/A | Navigating multiple sources of financial benefits for SSM/Vs | |
| Moon & Schma ([2011](#_ENREF_83)) | N/A | Delayed receipt of GI Bill benefits, difficulty connecting with the VA, book and housing fees, delayed registration, mid-semester deployment | |
| Pelts et al. ([2015](#_ENREF_88)) | N/A | Integration of Lesbian, Gay, Bisexual and Transgender (LGBT) SSM/Vs into the campus environment | |
| Rolbiecki et al. ([2015](#_ENREF_95)) | N/A | Incorporating awareness of military sexual trauma (MST) | |
| Rumann & Hamrick ([2009](#_ENREF_98)) | N/A | Deployment, academic re-entry, financial difficulties, lack of assistanc+e from advising and counseling personnel | |
| Rumann et al. ([2011](#_ENREF_100)) | N/A | Feeling different from traditional students | |
| Selber ([2015](#_ENREF_101)) | N/A | Incorporating community and campus resources to serve SSM/Vs | |
| Sherman & Cahill ([2015](#_ENREF_104)) | N/A | Conducting effective academic advising with SSM/Vs | |
| Simmons et al. ([2015](#_ENREF_105)) | N/A | Integrating military and academic learning environments, particular challenges for female SSM/Vs | |
| Sorrells et al. ([2015](#_ENREF_108)) | N/A | Systematically linking Veteran Health Adminsitation and campus resources through programs such as the VITAL initiative | |
| Summerlot et al. ([2009](#_ENREF_112)) | N/A | Challenging campus climates, re-acclamation, transition from military to college | |
| Weiss ([2015](#_ENREF_119)) | N/A | Incorporating SSM/V experiences into a culturally diverse classroom setting | |
| **Organizational Reports** |  |  | |
| Boynton Health Service ([2011](#_ENREF_15)) | 943 SSM/V | PTSD/ Mental Health, sleep difficulties, treatment seeking | |
| Cate ([2014](#_ENREF_27)) | *N* = 898,895  78.9% White  Majority = 20s | Degree attainment, length of time to obtain degree, deployment/gaps in education, mental health, physical disabilities | |
| Cook & Kim ([2009](#_ENREF_30)) | N/A | Financial difficulties, credit transfers, transition from military to college | |
| Goldstein & Malley ([2008](#_ENREF_51)) | N/A | Difficulty navigating enrollment and benefits, feeling different from traditional students, treatment engagement, physical disabilities, mental health | |
| Goldstein ([2008](#_ENREF_52)) | 557 SSM/V  84.1% White  Mean age = 35 | Cost of education/unexpected fees, difficulty navigating administrative/benefit process, feeling different from traditional students, lack of support on campus | |
| Higher Education Center for Alcohol ([2011](#_ENREF_57)) | N/A | Substance use, violence | |
| Jones ([2013](#_ENREF_64)) | 3 SSM/V (67% male)  33% White  Ages 30-40 | Feeling different from traditional students, identity issues, transition from military to college | |
| McBain et al. ([2012](#_ENREF_77)) | 690 institutions | Delayed receipt of benefits, mental health, identity crisis, transition difficulties, deployment, TBI, lack of program evaluation | |
| Riegel ([2013](#_ENREF_94)) | N/A | Exploitation of SSM/Vs | |
| Walton-Radford ([2011](#_ENREF_116)) | N/A | Feeling different from traditional students, degree attainment, enrollment | |
| Walton-Radford et al. ([2009](#_ENREF_117)) | N/A | Retention, enrollment, transition from military to college | |
| **Dissertations** |  |  | |
| Buechner ([2015](#_ENREF_20)) | *N* = 13 (93% male)  Mean age = 33.4 | | Implementing peer mentoring in a systematic and theoretically-based way (e.g., contextual mentoring) |
| Dulchinos ([2015](#_ENREF_39)) | *N* = 188 (82% male)`  65% between 24-39 | | Making campuses military friendly through financial, academic, and environmental support |
| Dunwoody et al. ([2014](#_ENREF_40)) | *N* = 12 (83% male)  25% White  Mean age = 27.2 | | Alienation, difficulty navigating military and academic institutional values |
| Jones ([2015](#_ENREF_63)) | *N* = 33 SSM/Vs (88% male)  *N* = 84 Faculty  1 Focus Group (N = 6 SSM/Vs | | Revealing veteran status, trusting instructors, feeling valued for their service, |
| Livingston ([2009](#_ENREF_69)) | 15 SSM/Vs (93% male)  100% White  Mean age = 25 | | Re-enrollment, deployment, transition from military to college |
| Messina ([2015](#_ENREF_80)) | *N* = 12; (83% male)  17% White  Mean age = 29.6 | | Reconciling military and educational values and cultures; access to resources available to SSM/Vs |
| Quigley ([2015](#_ENREF_90)) | *N* = 144 SSM/Vs | | PTSD symptoms, low college self-efficacy, academic persistence, deployment |
| Ridener ([2011](#_ENREF_93)) | *N* = 101 (59% male)  79% White ; Mean age = 26 | | Feeling different from traditional students, treatment engagement |
| Stone ([2015](#_ENREF_111)) | *N* = 23 SSM/Vs (60% male)  60% White | | Military culture, social support, self-authorship, personality |
| Ureno ([2015](#_ENREF_113)) | *N* = 7 SSM/Vs (100% male) | | Transition from military to college, identity crisis |
| Weber ([2012](#_ENREF_118)) | *N* = 323 (85% male)  77% White  Mean age = 29 | | PTSD symptoms, mental health, cultural congruity, social support, program/service utilization, academic persistence |
| Wilson ([2014](#_ENREF_124)) | *N* = 60 (72% male)  82% White ; Majority < 20 | | Alienation, PTSD, TBI |
|  |  | |  |
| **Theses** |  | |  |
| Collette & Davila-Carranza ([2014](#_ENREF_29)) | *N* = 70 (63% male)  Majority 25-34y | | Credit transfers, negative faculty and peer interactions, lack of orientation, difficulty accessing financial aid and benefits, difficulty registering for classes, mental health, retention, substance use, cultural adaptation problems |
| Ly-Turnbull ([2010](#_ENREF_72)) | *N* = 12 (75% male)  83% White; Ages 24-34y | | Transition from military to college |
| **Conference Proceedings** |  | |  |
| Booth et al. ([2014](#_ENREF_14)) | *N* = 12 (75% male)  58% White  Mean age = 35y | | Substance use, deployment, combat exposure, treatment-seeking, chronic pain, physical injuries, sexual assault, mental health |
| Curran et al. ([2014](#_ENREF_32)) | *N* = 40  70% White; Ages 26-35y | | Alcohol use, mental health, treatment-seeking |
| Hopkins et al. ([2010](#_ENREF_58)) | n/a | | Providing services to SSM/V, TBI, PTS, transfer of credits, integrating military and campus culture |
| Markel et al. ([2010](#_ENREF_74)) | **Pilot study:**  *N* = 8 (100% male)  **Study 2:**  *N* = 24 (88% male)  Ages 19-58y | | Retention, academic success, degree attainment |
| **Policy Brief** |  | |  |
| McBain ([2010](#_ENREF_75)) |  | | Degree attainment, financial difficulties, receipt of benefit issues |
| **Manual** |  | |  |
| Ellison et al. ([2012](#_ENREF_43)) |  | | Mental health, PTSD, substance use, functional impairment |

*Note.* Studies varied on the number of sites utilized to collect data ranging from one university/institution to large multi-site databases. C = civilian students. Mo = months. N/A = Not applicable. NR = not reported. PTS = Posttraumatic Stress Symptoms. PTSD = Post Traumatic Stress Disorder. Y = year.

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