

NCLCA Poster Proposal Format Sample

1. Title:

ER in the LC: Triage, Treatment, and Intervention for the “Help! I Have a Test Tomorrow” Clients

2. Summary: *Provide a summary of your presentation for use in the conference program, 50 words maximum. Makes sure your summary accurately describes your session!*

Perhaps one of the most challenging tutoring situations is working with a client who is in an academic crisis situation; a departure from the more relaxed, comfortably-paced session with a regular client. This poster will display strategies such as triage (identifying quickly what needs to be accomplished), treatment (helping clients to “cram” in 50 minutes or less), and intervention (enabling an assertive tutor who uses a combination of behavioral, cognitive, and social psychologic principles to “tell it like it is” in order to reach out to students stuck in a self-destructive cycle of cramming). Plans for a CRLA-compliant tutor training in-service on this topic will also be provided.

3. Abstract:

- a. *Description: provide a brief description of the content of this poster. We welcome sessions on programs, research studies, scholarly work, assessment results, and theoretical discussions.*

Our poster will display a discussion of the training in-service that we provide our tutors regarding the topic of “ER in the LC.” We will provide handouts and visuals of our three-part method of triage, treatment, and intervention; these are useful to tutors and coordinators alike. We will explain the scope and structure of the in-service we present to our tutors.

- b. *Application: How is your program, research study, scholarly work, analysis, etc. applied to students at your college? How can the same be applied to students at a four year public, four year private, two year community college?*

While we encourage clients to be proactive and schedule tutoring appointments regularly throughout the semester, some students will procrastinate and seek out tutoring support at the last moment. We strive to ensure that all clients feel comfortable and welcome in our learning center and receive quality academic support services regardless of any time (mis)management and other poor study habits. Accordingly, we feel

it is crucial to train tutors to respond to these academic crisis tutoring sessions with a focused emphasis on assessing the client's immediate needs, meeting those needs, and practicing appropriate "intervention" skills to instill in the client better study habits. These techniques are relevant to any size of institution/learning center, although it is most relevant to those tutorial services that offer weekly (recurring) appointments to students.

- c. *Conference audience and theme: How is the presentation relevant to the conference theme? Most importantly, how is this content relevant to learning center professionals?*

Issues of retention and timely degree of completion are very important on many campuses now, and our institution is no different. Learning centers have a critical role to play in helping students in academic crisis situations by teaching them collegiate study habits. Thus, our academic support services will indeed help our centers, our students, and our institution to "soar into the future," one that is focused squarely on retention and timely degree completion.