

# User Guide for the Academic Skills Interactive Brochure

## Administration Procedure Quick Reference

- > Ensure Veteran is part of target audience
- > Administer pre-intervention symptom assessment
- > Deliver the interactive brochure
- > Establish follow-up date
- > Document intervention including the symptom assessment results
- > Complete the post-intervention symptom assessment 4 weeks later
- > Determine if further intervention is needed

### General Description

- > Programs such as the Post-9/11 GI Bill have increased the affordability of post-secondary education for many Veterans<sup>1</sup>
- > Returning students often experience difficulties adjusting to college<sup>2</sup>
- > This intervention enhances the likelihood of academic success through the teaching of proven study skills and strategies

### Target Audience

- > Veterans who are planning to return to school after being away from the academic environment for several years
- > Students who report some challenges upon return to school

### Pre- and Post-Intervention Symptom Assessment and Administration

- > After the need for academic skills intervention has been established, administer the pre-intervention symptom assessment (modified version of the College Academic Self Efficacy Scale, CASES<sup>3</sup>)
- > Administer the entire Team Up to Facilitate Functioning Academic Skills brochure with emphasis on the Team Up points
- > Contact clients after 4 weeks to administer the post-intervention symptom assessment (CASES)

## Administering the Academic Skills Interactive Brochure: Expanding on the 'Team Up' Points

### Team Up: Review your schedule and determine how many hours you can reasonably commit to school per week.

Discuss ongoing commitments and time available. During this discussion, reinforce the general rule of spending at least two hours studying outside of class for every hour in class.

### Team Up: Where is the best place for you to study?

Discuss possible study locations. Consider spaces within the home as well as on campus or other locations, such as a library or outdoor location.

### Team Up: Where is the best place for you to record deadlines and important dates?

Use this opportunity to discuss the benefits and limitations of electronic versus paper planners as well as the Veteran's likelihood of consistently using each type of system.

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### Team Up: What steps can you take to improve the way you study?

This Team Up allows the Veteran to establish concrete, realistic goals that can result in rapid, functional improvements in study habits. Review the study tips with the Veteran then assist him/her in identifying and committing to making two specific changes.

## References

1. U.S. Department of Education. (2009). Issues tables: A profile of military servicemembers and veterans enrolled in postsecondary education in 2007-2008. National Center for Education Statistics. Washington, DC. Retrieved November 16, 2010 from <http://nces.ed.gov/pubs2009/2009182.pdf>.
2. Van Blerkom. (2009). College Study Skills: Becoming a Strategic Learner, Sixth Edition. Wadsworth Cengage Learning, Boston, MA.
3. Owens & Froman. (1988). Development of a college self-efficacy scale. Paper presented at the Annual Meeting of the National Council on Measurement in Education, New Orleans.