



Call for 2019 NASW-CA Annual Conference Presenter Proposals

The NASW-CA Chapter is requesting proposals for 90-minute presentations covering a broad range of topics.

2019 NASW-CA Annual Conference Date and Location

Saturday – November 2, 2019 - Marriott Hotel, San Mateo, CA

(pre-license and license renewal classes take place on Sunday, Nov. 3)

Presentation Requirements

- Provides advanced-level themes taught by licensed and non-licensed experts (annual conference attendees have an average of 15 to 25 years of social work experience)
- Offers curriculum that has been highly rated by other audiences
- Includes content specific to treatment modalities
- Include how content may apply to Macro level social work
- Emphasizes activities such as group discussion, vignettes, and case studies
- Include content that demonstrates respect, appreciation and knowledge of current diversity issues related to the topic.

Application Deadline

Please complete and submit the application before 5:00pm on Tuesday,
April 9, 2019

Presenter Benefits/Travel

Presenters will receive a 30% annual conference registration fee discount. The Chapter does not reimburse presenters for lodging, travel or any related expense.

[Click here to submit a proposal for the 2019 NASW-CA Annual Conference](#)

Contact: Cheryl Raynak at craynak.naswca@socialworkers.org

NASW-CA Annual Conference Presentation Guidelines

Instructor Qualifications

Instructors must have at least two of the following minimum qualifications:

- a) A license, registration, or certificate in an area related to the subject matter of the course and free from restrictions due to disciplinary action by the CA Board of Behavioral Sciences or any other health care regulatory agency.
- b) A master's or higher degree from an educational institution in an area related to the subject matter of the course;
- c) Training, certification, or experience in teaching subject matter related to the subject matter of the course; or
- d) At least two years' of experience in an area related to the subject matter.

Continuing Education Guidelines

Sixty minutes of instruction is equal to one CEU. Breaks are not counted as instructional time. Training, education, and course work must incorporate one or more of the following:

- a) Aspects of the discipline which are functioning to the understanding or the practice of social work.
- b) Aspects of the social work discipline in which significant recent development have occurred.
- c) Aspects of other related disciplines that enhance the understanding or practice of social work.
- d) A system of continuing education for social workers which includes courses directly related to the diagnosis, assessment, and treatment of client populations being served.

Course Content Requirements

- a) The content will be related to direct or indirect patient and client care.
 1. Direct patient or client care courses will cover specialty areas of therapy (e.g. theoretical frameworks for clinical practice, intervention techniques with individuals, couples, or groups).
 2. Indirect patient or client care courses will cover pragmatic aspects of clinical practice (e.g. legal or ethical issues, consultation, record keeping, office management, insurance risks and benefits, managed care issues, research obligations, supervision training).
- b) A course must have specific and measurable learning objectives. Upon completion, there must be an evaluation method utilized.

ADA Guidelines

NASW-CA Chapter is requiring that all presenters make “reasonable accommodations” for registrants with special needs. Registrants requiring special accommodations are requested to notify NASW-CA 30 days in advance. NASW-CA will, in turn, inform the instructor of the specific need.

NASW-CA requests that presenters agree to abide by the following:

1. Whenever possible, use videos with closed captioning.
2. If the video is not encoded for closed captioning, provide alternative activity if requested.
3. Upon request, provide instructional materials based on the attendee’s special need.
4. Be prepared to download instructional materials on a flash drive for vision or blind registrants.
5. Upon request, enlarge instructional materials not created by the instructor.
6. Create slides/visual items to be large and bright.
7. Work with Sign Language Interpreters when required.
8. To allow registrants to audio/video record portions of the class with the agreement they will use only for their own study purposes.

NASW-CA Chapter Diversity Guidelines

All presentations must include content that demonstrates respect, appreciation, and knowledge of current diversity issues related to the topic. Regardless of the subject matter or presentation format, course content must include:

The significance of diversity factors in relation to appropriate and effective diagnosis, intervention, and treatment including, but not limited to race, ethnicity, culture, socio-economic class, gender, age, disability, sexual orientation, religion, and immigration status.

Sample Proposal

Jane Eyre, LCSW, Ph.D

1111 October Lane

Modesto, CA 99999

Primary Phone: 916-445-9999

Email: janee@associates.com

Instructor Biography

Dr. Eyre is currently the owner and director of Jane Eyre and Associates, a non-profit that serves over 10,000 clients each year who wish to learn techniques for balancing life with work. Dr. Eyre is a nationally recognized expert and regularly speaks at conferences throughout the United States.

Title (90 minutes)

Creating Balance in Life and Work

Description

Working as a social worker today can be both rewarding and fulfilling. It can also mean losing perspective on “real” life. Many professionals can find it difficult to balance work with an equally fulfilling and interesting life. In this highly interactive and creative workshop, participants will learn specific techniques to support a healthy balance and will develop a 30-day plan of action.

Outline

A. Personal Evaluation

1. Describing attitude towards life and work.
2. Determining the first priority for change.
3. Reviewing what has been done to make change.
4. Beyond class....Committing to change.

B. Elements of Stress Management

1. What is time management?
2. Keys to settling boundaries.
3. How to set limits.
4. Defining today’s priorities.
5. Enlisting support for success.

C. Creating a Picture of “Balance”

1. How the right side of the brain and left side of the brain can help.
2. What does “balance” look and feel like?
3. Developing a personal 30-day plan of action.
4. Set dates for evaluating plan’s success.

D. Pulling It All Together

1. When the plan doesn’t work.
2. Overcoming resistance...your own.
3. Don’t get mad, get funny.
4. Five keys to creating balance.
5. Ten resources to count on.

Learning Objectives

1. Utilizing large and small group activities, participants will evaluate their current situation and list five specific factors that keep them from creating a healthier balance between work and personal lives.
2. Through a series of small group activities, participants will create a clear “picture” (both verbally and in writing) which describes what a more balanced life would feel and look like.
3. Utilizing a variety of individual and group activities, participants will develop a 30-day action plan detailing their specific goals, strategies, support systems, resources, evaluation methods, and time frames.

Instructional Methods

Lecture, large and small group discussions, surveys, group brainstorming, and art activities will be used.

Incorporating Diversity

Instructor will incorporate a discussion focused on cultural attitudes towards work and play in addition to how these attitudes may affect one’s ability to successfully create a healthy balance.

Attachment uploads should include (no more than 10 pages):

Instructor resume

Current copy of professional license if applicable (LCSW or other)

Sample of participant handout/or power point slide (if available)

Bibliography or resource list