



# **School Social Work Association of America**

## **Presenter Tips and FAQ**

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# Presenter Submission FAQ and Tips

Thank you for considering being a presenter for the School Social Work Association of America! We are driven to provide high quality professional development for School Social Workers. If you are chosen as a presenter for our national conference, you are eligible to receive a reduced fee to attend the conference. In addition, presenting at a national conference or presenting through one of our webinars is an excellent opportunity to strengthen your leadership capacity, enhance your presentation skills, and build your professional resume. SSWAA aims to provide a diverse body of presenters/viewpoints that effectively represents our profession; we strongly encourage practitioners of color to submit proposals.

As a CE provider, we are required to meet certain standards in all our continuing education offerings. To ensure your proposal and presentation will be eligible for CEs, we have put together this quick handbook for you to help your proposal be successful. To review the entire ACE handbook, please [click here](#).

## Proposal Tips and ACE Requirements

### Contact Information

Include both a work and personal email address, as emailing is our primary way of contacting you. Please use an email address that is monitored regularly.

### Session Title

Try to keep your session title short and catchy (10 words or less), while still providing a good indication of what will be covered. Some good session title samples include:

- Ethical Decision Making in School Mental Health
- Strengths-Based Approach to Self-Harm Disorders
- Beyond the Rainbow: Supporting Queer Youth in Schools

### Session Classifications

**Education Session** – Education Sessions allow presenters to share their practice knowledge, work experiences, and practice implications in a traditional lecture or panel format. While this presentation classification is a more traditional format, speakers are encouraged to be intentional regarding participant engagement, interactions, and audience discussions

#### *Session Features:*

- 90 minutes total - typically broken into 5 minutes for introductions, 60 minutes of theoretical background and practice implications, 15 minutes for application and interactive learning, 10 minutes for Q&A
- 1-3 presenters
- Accompanied by a slide presentation and handouts
- CEUs are awarded for Education Sessions



**Exploration Session** – Exploration Sessions expand the learning experience to a highly engaging format. Presenters share practice knowledge followed by hands-on learning and skill-based practice. Attendees are given opportunities to learn the skill and apply the knowledge via activity-based practice opportunities, group interaction, and engaging case scenarios.

*Session Features:*

- 90 minutes total - typically broken into 5 minutes for introductions, no more than 30 minutes of theoretical background and practice implications, 45 minutes for application and interactive learning, 10 minutes for Q&A
- 1-3 presenters
- Session activity is highly engaging, interactive, and focused on activity-based learning
- May be accompanied by a slide presentation and any handouts or worksheets necessary for an effective session
- CEUs are awarded for Exploration Sessions

**Expanded Session** – Expanded Sessions are in-depth sessions that provide for a deep understanding of session materials and enable participants to walk away with tools and techniques that can be applied to his/her practice.

*Session Features:*

- 120 minutes total - typically broken into 5 minutes for introductions, 60 minutes of theoretical background and practice implications, 45 minutes for application and interactive learning, 10 minutes for Q&A
- 1-3 presenters
- The session is a balance of education on a topic and interactive learning
- Accompanied by a slide presentation and handouts
- CEUs are awarded for Expanded Sessions

**Poster Session** – Poster Sessions allow presenters to share a visual presentation of the presenter's research and data. The author will illustrate his/her findings with pictures, graphics, and charts accompanied by limited text. A good poster session offers useful information and provides for rich and meaningful discussion. \*These poster sessions will take place during the welcome reception on Wednesday, March 29, 2023.

*Session Features:*

- Informal presentation with meaningful questions and discussion with attendees circulating throughout the exhibit hall
- 1-3 presenters
- CEUs are NOT available for Poster Sessions

## Session Categories

**Research to Practice** – These sessions highlight School Social Work Research including innovative approaches to ways researchers and practitioners work together to evaluate practice and programs providing tangible practice implications for School Social



Workers. Macro Practice – These sessions highlight macro level practice such as advocacy, campus or district system work, PBIS and MTSS, campus policies, rural SSW practice issues, urban SSW practice issues, etc.

**Equity Dilemma / Cultural Competence** – These sessions highlight the ways in which we can center our school social work practice within social justice, racial justice, and decolonial frameworks. Sessions focus on strategies for disrupting racialized achievement gaps and creating welcoming and equitable school environments. This is a call out for the school social work profession to take a critical lens toward systems that perpetuate systemic oppression within schools. Cultural Competence sessions highlight understanding of one’s own thoughts, beliefs, values, and behaviors, understanding a client’s cultural identify or experience, and how the practice is impacted by these factors.

**Specific Populations** – These sessions highlight work with specific populations, i.e. homeless, early childhood, LGTBQ, gender identity and expression, Special Education, ADHD, Autism, children in foster care, etc.

**General Practice Topics** – These sessions highlight evidence-based practice work with individuals, groups, families, parental involvement, violence prevention, substance abuse prevention, crisis response, mental health issues, bullying prevention, etc.

**Leadership Focus** – These sessions highlight topics of interest pertaining to supervisory roles or leadership roles within a district or state. Additionally, these sessions may provide guidance and insights for those attendees who are interested in moving into district or state leadership positions.

**Poster Presentation** – Visual presentations of research or data along with interactive discussion.

### Content Level: Beginner, Intermediate, Advanced

Per ASWB protocol, we must note the content level as either beginner, intermediate or advanced. Please see below for the definition of each level and include in your proposal.

- **Beginning** level courses introduce learners to a content area; include information about a condition, treatment method, or issue; and involve learning and comprehending content.
- **Intermediate** level courses provide information that builds on knowledge practitioners with some experience already have. These courses focus on skill building or adding knowledge, possibly following a brief overview of basic information, and involve using information in concrete situations and understanding the underlying structure of the material.
- **Advanced** level courses provide content for participants who have been working in the content area and have a clear understanding of the issues. These courses cover and address the complexities involved in the work and involve



synthesizing material to create new patterns or structures or evaluating material for a specific purpose.

## Learning Objectives

Learning objectives must be written clearly to help participants understand how the course is related to their educational goals and focus their attention on specific aspects of the course content.

Learning objectives must use demonstrable verbs or action words that are measurable. They must state what the learner will demonstrate. **Learning objectives are not acceptable with verbs that cannot be demonstrated such as “appreciate,” “believe,” “understand,” “learn,” or “know.” Make sure learning objectives are measurable or observable.** They should not describe how the learner will learn or what the instructor will teach. For ideas on action verbs to use, please see SSWAA’s [Learning Outcomes Power Verbs](#).

Learning objectives that were originally written for audiences from other professions must be revised to include social workers and the social work profession.

## Post-test questions (if applicable)

- Completion of a post-test is required if the participant is watching a recorded version of a training. Your SSWAA point of contact will notify you if a post-test is required.
- The standard posttest must include 10 questions (multiple choice or true/false) for the first CE hour and five more for each additional CE hour.
- True/false questions may not comprise more than half the questions on a standard posttest.

## List of approved topics

Course topics must clearly fall within the scope of practice for social workers and be directly applicable to social work practice, relating to one or more of the following social work educational areas:

- Theories and concepts of human behavior in the social environment
- Social work practice, knowledge, and skills
  - Social work research, programs, or practice evaluations
  - Social work agency management or administration
  - Development, evaluation, and implementation of social policy
  - Social work generalist practice
  - Social work clinical practice
- Diversity and social justice
- Social work ethics

Course content should be based on peer-reviewed research, cover evidence-based practice, and apply specifically to the needs and the scope of practice of licensed social workers.



## Bibliography

The CE provider creates a bibliography, also called a reference list, that includes all source material used, consulted, referenced, or quoted for each course or conference session.

- The bibliography must include all sources used in the creation of the course.
- Participants must have access to the bibliography
- At least 50 percent or five of the references cited, whichever is less, must reflect research published within the past five years.
- If the bibliography includes writings the course instructor authored, it must also include relevant, current references from writings of other authors.
- The bibliography's entries must follow APA format.

## Conference FAQ

### How are speakers chosen?

Once the deadline for submissions has passed, the Conference Committee reviews all proposals and ranks the submissions. Names and photos are omitted from this process to ensure sessions are selected without bias. Once the appropriate number of sessions have been selected, presenters are then contacted for next steps. Practitioners of color and practitioners of diverse backgrounds are highly encouraged to apply.

The following criteria will be used when session proposals are peer-reviewed.

- Do the title and description clearly articulate the session content?
- Is the topic timely and/or pertinent to the field?
- Are the session goals and objectives clear and appropriate?
- Will this session positively contribute to the conference program and the profession?
- Is the session intended to be interactive and engaging?

### What do I need to apply?

Please have the following items ready for your proposal submission:

- Updated resume
- Brief Biography
- Session Title
- Session Description
- Session Learning Goals (please reference above)
- Additional presenter information
- Headshot



## What if I need to cancel?

If you are selected to present at our national conference, you will be required to register by a given date. Please make attending the conference a priority. If you cancel unexpectedly without reasonable cause or we are unable to get in contact with you, you will not be considered for future conferences.

## Webinar FAQ

### What virtual platform will be used?

#### GoTo Webinar

SSWAA uses the program **GoTo Webinar** for all virtual webinars. If this program is new to you, we strongly recommend requesting a trial run with a staff member before your event. We can not practice before the event as this often results in issues with the live event.

### Will I be able to interact with attendees?

#### Attendees

Attendees will not have access to a chat box or a mic, however they will be able to submit questions to the SSWAA staff member. You and the staff member will determine best ways to share these questions (ex: throughout the webinar, Q&A at the end, etc).