



California Association of Marriage and Family Therapists \* [www.camft.org](http://www.camft.org)  
7901 Raytheon Road \* San Diego \* CA \* 92111 \* 858-292-2638 \* [mhyson@camft.org](mailto:mhyson@camft.org)

## **Addendum to Peer and Guest Agreements And Speaker Manual for Speakers Presenting for CAMFT Audiences**

### **What is CAMFT?**

CAMFT (California Association of Marriage and Family Therapists) is a California nonprofit corporation made up of nearly 30,000 (members) who choose to associate for certain common purposes.

CAMFT is an independent, state professional organization and is not affiliated with any other organization (such as AAMFT) other than its chartered chapters in various locations throughout California.

CAMFT activities revolve around two interrelated themes:

1. the advancement of marriage and family therapy as an art, a science and a mental health profession, and
2. the advancement of the common business interests of its members.

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**Thank you for your interest in presenting for CAMFT where we offer high-quality programming across multiple theories and practices.** We have a number of suggestions and guidelines to assist you as you prepare to present for a CAMFT audience. We make these suggestions after studying the evaluations and reactions our attendees have for conferences/workshops we offer. We hope that you will find this information helpful.

**Please keep in mind that CAMFT attendees want sessions that are intensive, interactive and provide information they can apply immediately.** Remember to think about what can be done to create a new set of concepts, techniques and procedures that will make a conference more meaningful, productive and satisfying.

### **Quality Guidelines**

**Professional Responsibility**—Occasionally an unethical or questionable practice may be mentioned without clearly stating the applicable ethical guidelines or considerations. If the ethical context of the practice being described is not clarified, some in the audience may assume that you (or CAMFT) approve of the practice. To avoid any possible misinterpretation of such remarks, please remind the attendees of their ethical responsibilities.

**Nondiscriminatory Language and Behavior**—When preparing oral presentations and written materials, speakers are expected to be sensitive to the concerns of all members of the audience in their use of language, hypothetical examples and anecdotes. For example, routinely assuming that lawyers and judges are male and that secretaries and legal assistants are female, or portraying any gender or ethnic group in an unfavorable light, is simply inappropriate. Please avoid offensive, racist or sexist remarks. Please use inclusive language wherever possible. Please scrutinize both written materials and oral remarks carefully for stereotypes that might offend individuals in the audience.

**“Selling” Products or Services from the Podium**—Presentations focused so specifically on one product or service that they become commercials should be avoided. Such “selling from the podium” is unacceptable. Consultants or shareholders should always disclose any interests, financial or otherwise, they may have in the products they are recommending or are comparing with others in a program or speech. As a result of their special situation, consultants and vendors should always identify themselves as such, indicating their interests in any product or service.

**Presenter Qualifications:**

Instructors must meet **at least two** of the following criteria:

- (1) a current, valid license, registration, or certificate, free from disciplinary action, in an area related to the subject matter of the course; **NOTE:** *If at any time an instructor’s license is restricted pursuant to disciplinary action in California or any other territory, they must notify all approved providers that he/she is providing instruction for, BEFORE instruction begins or immediately upon notice of the decision whichever occurs first.*
- (2) a master’s or higher degree from an educational institution in an area related to the subject matter of the course;
- (3) training, certification, or experience in teaching subject matter related to the subject matter of the course; or
- (4) at least 2 years’ experience in an area related to the subject matter of the course.

**Workshop Qualifications for LMFTs/LCSWs/LEPs:**

Coursework needs to be related to the MFT/LCSW/LEPs scope of practice and incorporate at least one of the following:

- (1) Aspects of counseling or social work that are fundamental to the understanding or practice of counseling or social work;
- (2) Aspects of counseling or social work in which significant recent developments have occurred; and/or
- (3) Aspects of other related disciplines that enhance the understanding or practice of counseling or social work.

**Workshop Qualifications for Psychologists:**

Continuing education in psychology builds upon a completed doctoral program in psychology. Continuing education (CE) in psychology is an ongoing process consisting of formal learning activities that (1) are relevant to psychological practice, education and science, (2) enable psychologists to keep pace with emerging issues and technologies,

and (3) allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

### **CAMFT's Continuing Education Goals:**

CAMFT's Continuing Education Goals are to improve professional competence and inform an audience of mental health professionals of the important developments, skills, and trends in the field through trainings by knowledgeable speakers, teachers and presenters to strengthen the critical inquiry and balanced judgment that denote the professional in the art and science of mental health practice.

Now, more than ever, members are encouraged to come together to meet informally, to stimulate the exchange of ideas, to discuss with colleagues problems in treating unique populations, to stay on the edge of what's happening in the mental health field, as well as gain continuing education units. CAMFT is pleased to offer several opportunities to do just that...

### **Target Audience for Programs:**

MFTs (Marriage and Family Therapists), LCSWs (Clinical Social Workers), LEPs (Licensed Educational Psychologists), MFT interns and trainees, LCSW associates, RNs (Registered Nurses), Certified Counselors, Alcohol and Drug Counselors, Psychologists, Mental Health educators.

Further, CAMFT is approved for continuing education hours by: the Board of Behavioral Sciences (Provider # PCE50) for MFTs, LCSWs, LEPs, and LPCCs; Provider Approved by the California Board of Registered Nursing (Provider# CEP 4046) for number of contact hours and the California Foundation for Advancement of Addiction Professionals (formerly CAADAC) (Provider# 1S-95-319-1013). CAMFT is approved by the American Psychological Association to sponsor continuing education for psychologists. CAMFT maintains responsibility for this program and its content. Prelicensed members and associates may earn hours of experience for attending CAMFT workshops as approved by their supervisors.

### **Presentation Guidelines**

- Show up to your workshop at least 20 minutes prior to the start time! Be familiar with ANY audio-visual that you have requested. As well, please USE what you have requested as audio-visual equipment is expensive. Otherwise, it may be charged back to the presenter who made the request.
- Begin the workshop quickly. The audience wants proof that you know what you are talking about, so you need to convince them of your expertise within the first five to ten minutes.
- Even though you may want to get acquainted with the audience, they do not want to waste time doing “get acquainted” exercises. They wish to find out what you know.
- Develop a good, sound agenda that fits closely with the title, description and handouts that you have provided, and then stick to the agenda. **Timing** is critical.

- Insofar as possible and practical, use a variety of teaching methods. Try, when possible, to incorporate some experiential exercises into your workshop. However, do not go to the extreme and have so many experiential activities that you are unable to complete your materials.
- Plan the workshop to appeal to an advanced level of participants. We never receive evaluations that indicate a workshop is too advanced; however, **we often get evaluations that indicate a workshop is too elementary.**
- Do not allow participants to control your presentation by asking questions that interrupt your presentation. Hold all questions until you are ready to address questions. Limit any question on material that is yet to be covered. When questions are asked from the audience, **always** repeat the question before responding.
- Never allow participants to engage you in personal dialogue while you are speaking—the rest of the group will feel left out.
- Stay calm even if hotel conditions, for whatever reason, are adverse.
- Do not read your presentation to the audience.
- Do not use the podium as a place for direct promotion of products, services, or monetary self-interest.

## **Program Development**

**Instructional Methods**—The following are definitions and strengths for some recommended instructional methods that can be useful in promoting and encouraging learning throughout the session. When developing the program material, these definitions and strengths can be used to select the most effective method(s) for the desired learning outcome.

- **Lecture:** Presentation of content; used to focus on specific information. Effective way of presenting information quickly; controller pace and structure.
- **Discussion:** Guided conversation or deliberation on a topic. Encourages attendees to express opinions and ideas; increases opinions and ideas; increases interests among attendees; effective when attempting to solve a problem.
- **Case Study:** A written or verbal situation that can be hypothetical or actual, used to illustrate program content. Demonstrates real-world application of program content; develops analytical skills; allows for immediate feedback.
- **Role Play:** Portrayal of a situation, condition, or circumstance by selected attendees. Stimulates the group to listen and observe; introduces new concepts through experiencing or observing a role.
- **Task Group:** Attendees are divided into task groups and given a specific question or project. Allows a thorough investigation of content; encourages active participation; promotes equality.
- **Brainstorming:** Spontaneous outpouring of ideas related to a problem or issue. Stimulates attendee interest; identifies solutions to problems; takes relatively little time.

- **Panel:** A moderated discussion between two or more people presented before the group. Presents facts, knowledge, and ideas from different viewpoints; stimulates interest in attendee.
- **Collaborative Learning:** Environment where participants get together and learn, have mutual understanding and create. More like brainstorming. Participants take part in their learning.
- **Blended Learning:** An online environment is set-up or a portion of the learning is self-study. Part of the learning experience is learning how to use the technology (this is a benefit/opportunity). The learners then work online or solo on a given project. The outcomes are not something easily controlled in this type of learning. Great to then come together with this knowledge base. And, perhaps a follow-up online piece. One way to do this is by providing information for a Wiki, an online environment where registered participants are requested to participate and can share with each other, ask questions, suggest discussion items for the “live” presentation, where the presenter can add articles and/or other 101 information that the participant can read in advance.

**Adult Learning Theories**—Malcolm Knowles, a leading adult education theorist, introduced the term andragogy into adult education literature in an attempt to formulate a comprehensive adult learning theory. Knowles originally defined it as “the art and science of helping adults learn.” Since his first edition in 1973, the term has taken on a much broader meaning. Currently andragogy refers to learner-focused education for people of all ages. In his book, *The Modern Practice of Adult Education* (1980), he lists the underlying assumptions of andragogy: adult learners are self-directed; adult learners learn when they are ready; adult learners have many varied experiences; adult learners are problem-centered.

### **Presentation Aids**

Respecting the needs of learning styles of adult learners through the skillful use of presentation aides, such as handouts, overheads, multi-media, and flip charts is crucial in an education setting. Both hearing and seeing something increases the chances of retention by the learner nearly 65 percent. These presentation aids, properly developed and utilized, are important to the facilitation and reinforcement of learning. The following are some helpful guidelines when creating and implementing these aids in the program.

**TIP:** If you choose to use multi-media, be sure to have your presentation backed up on a CD or thumb drive just in case. As well, you should always have a backup plan in case technology fails.

**Room Set-Up**—Education session rooms will be set with lectern and a head table. Rooms will be set in standard theatre-style seating. Please bring your laptop to the session with the presentation already loaded. CAMFT does not provide laptop computers or wireless devices, unless the wireless devices are underwritten by the presenter. Be sure to arrive at your session room 20 minutes before the presentation, if possible, to allow for set-up time. Further, please note that if you plan to use audio-visual aids in the

presentation of your workshop, please be prepared to run the equipment. CAMFT will not be able to provide staff assistance.

**Audio-Visual**—The following audio-visual aids may be provided upon request by the appropriate deadline: flip charts, white boards, overhead projectors, easels and set-ups. Please note that VCRs, Monitors, and LCDs (equipment and set-up) are very expensive. Please request such items **only** if absolutely necessary; also, such requests must be made early, as there is a limited supply. Remember, if you plan to use audio-visual aids in the presentation of your workshop, please be prepared to run the equipment. CAMFT will not be able to provide staff assistance. Additionally, presenters must work through CAMFT and not the hotel or A/V company for all meeting space and audio-visual requirement. Finally A/V expense is capped at \$200. To cut down on costs, you may wish to consider bringing in your own equipment. Amounts exceeding the \$200 cap will be charged back to the presenter, unless otherwise negotiated.

**Handouts**—Handouts serve as a resource and reference for the attendees, as well as a refresher after the course. CAMFT strongly encourages the use of handouts, as our members have come to expect them. Handouts should include only relevant and pertinent information to the presentation. Handouts must, however, be submitted according to the established guidelines contained within the peer and/or guest packages.

- Think about how the handout may be used during and especially after the session.
- Create a brief overview of the presentation, not the entire presentation.
- Leave some “fill in the blanks,” but make sure anything “procedural” is clearly and completely identified in the handout.
- Include **bold** headings to attract attention or make a point. Choose large/simple fonts. Don’t use all upper case. Use symbols or bullets for lists.
- Include ample white space for visual appeal and space for note taking.
- If articles are copied from other journals, newspapers, books and other published materials, it is the Presenter’s responsibility to have the appropriate clearances from the original authors before these materials are circulated.
- Refer to websites and texts for additional reading after the program.
- If you are utilizing PowerPoint slides, the audience prefers to have a copy of the PowerPoint contained in the handout or as part of the handout.

**Overhead, PowerPoint, Slides**—

- Limit each slide to one idea.
- Use color wisely. Dark colors are good for contrast; red for highlighting.
- To make sure your overhead can be seen throughout the room, use at least a 24-point font.
- Use bold, simple, readable fonts, such as Helvetica or Times.
- Avoiding mixing too many fonts or using all UPPER CASE.
- Vary the font size to highlight key words or phrases.
- Use landscape rather than portrait format.
- Do not place too many words on a single slide. Use plenty of “white space.”

### **Multi-media—**

- Use a sans-serif font such as Helvetica or Times for any multimedia presentation.
- Use 24-point text, 18 point at a minimum.
- Use no more than 6 words per bullet, 6 bullets per image, and 6-word slides in a row.
- Keep colors and effects simple.
- Match the format, graphics and symbols to the purpose in presenting or motivating the attendees.
- Use consistent methods of transition from one slide to the next (type of effect, speed of transition).
- **Be absolutely certain that you can use the equipment before giving the presentation.**

### **Flip Charts—**

- Write small notes in pencil on the chart ahead of time to help remember points and eliminate the need for notes.
- Use the top 2/3 of the flip chart. Use 4-5 words per line.
- To ensure the attendees can read the chart, lettering should be 2 to 3 inches in height using a broad tip marker. Do not flip charts if audience is more than 25 feet from the chart.
- Use symbols and abbreviations.
- Use two or three colors to provide interest and maintain attention.
- Use printed lettering, as it is much easier to read from a distance.
- Never use more than 3 columns on a page.
- Turn down the bottom corners that may need to be referred to later.
- Consider using two charts—one prepared in advance and a second to write on.

### **Evaluation and CE Verification (Continuing Education) Process**

**Evaluations**—Evaluations are completed by attendees and submitted to CAMFT. CAMFT will then compile the information and provide you with workshop evaluations within one month following the Annual Conference and other continuing education programs.

**CE Process**—Workshop monitors will likely be assigned to your workshop and will make sure that every attendee who enters is wearing a badge. All attendees must be registered for the workshop through CAMFT. If they have switched from one workshop to another, their CEs will not be valid because CAMFT records will not be able to prove attendance unless the change is reported to CAMFT. Also, we **must** collect tickets for luncheons and other sessions as designated. Be sure each attendee receives a **2-part attendance verification form**—this form needs to be completed by the recipient and submitted to the monitor or staff upon leaving the workshop. This form serves as their CE verification/certificate. In addition, for luncheons and general sessions, they must also remit their pre-printed tickets to “activate” their CE and record their attendance.

## **PRESENTER OPINIONS AND SENSITIVE MATERIALS DISCLAIMER**

Some presentations may include material that could be highly-sensitive. As well, presenters may express a wide variety of opinions and views which do not necessarily represent the opinions and views of CAMFT and/or you as an individual.

Presenters were selected because of their expertise in their respective subject areas are offered to provide you with a diversity of views on a variety of topics to enhance your conference experience.

We hope that you will find your experience and the education received to be valuable, thought-provoking, and worthwhile! We want to hear from you, please complete an evaluation for the entire conference as well as each individual workshop.

### **Workshop Monitors**

A workshop monitors will be assigned to your workshop to assist in checking-in attendees, making announcements and introducing the speaker. We would appreciate self-introductions during the Fall and Winter Workshop Series as CAMFT Staff is limited and is typically registering people that are coming in last minute.

### **Deadlines and Submission Instructions**

Please refer to the deadlines and other pertinent information (e.g. submission instructions) as outlined in presenter agreements and/or peer presentation packets.

### **Ethics-Confidentiality**

When warranted, remind participants to maintain confidentiality regarding instructional materials and participant discloses. When applicable, please explicitly state at the beginning of the program that confidential material may be discussed and review with the participants the limits of that confidentiality.

If any activities are potentially stressful or upsetting to participants, you must inform CAMFT as we need to include such statements upon their enrollment/attendance.

### **CAMFT's Workshop and Conference Grievance Procedure**

California Association of Marriage and Family Therapists (CAMFT) is fully committed to conducting all activities in strict conformance with the American Psychological Association's Ethical Principles of Psychologists. CAMFT will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the Conference Director in consultation with the members of CAMFT's Board of Directors, the Executive Director, and/or the Conference Chair.

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While CAMFT goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the conference/workshop staff which will require intervention and/or action on the part of the staff. This procedural description serves as a guideline for handling such grievances.

When a participant, files a grievance and expects action on the complaint, the following actions will be taken.

1. The participants will be asked to put their concerns in writing.
2. If the grievance concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the grievance will be asked to put his/her comments in written format. The Conference Director will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
3. If the grievance concerns a workshop offering, its' content, level of presentation, or the facilities in which the workshop was offered, the Conference Director will mediate and will be the final arbitrator. If the participant requests action, the Conference Director will:
  - a. attempt to move the participant to another workshop or
  - b. provide a credit for a subsequent year's workshop or
  - c. provide a partial or full refund of the workshop fee.

Actions 3b and 3c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.

4. If the grievance concerns CAMFT's CE program, in a specific regard, the Conference Director will attempt to arbitrate.

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## Questions?

If you have any questions please contact Michele Hyson, CMP, Conference and Professional Development Director, CAMFT, 7901 Raytheon Road, San Diego, CA 92111, 858-292-2638, [mhyson@camft.org](mailto:mhyson@camft.org)