

REQUEST FOR PRESENTATIONS

CALIFORNIA INSTITUTE FOR BEHAVIORAL HEALTH SOLUTIONS

ATTN: CONFERENCE DEPT., conferences@cibhs.org

2125 19th Street
Sacramento, CA 95818
(916) 379-5317

Name of Conference: 2021 California Health Equity Summit
Conference Dates: June 10 – 11, 2021
Location: Virtual - Zoom
Deadline for Submission: Friday, Feb 15th, 2021

INSTRUCTIONS: Please fill out this form as completely as possible. If you have any questions, call the CIBHS Conference Dept. at (916) 379-5317. For your convenience, we have created the “Call for Presentations Application” as a fillable form which can be filled out electronically. Please download it to your computer, complete the form, and e-mail it to conferences@cibhs.org as an attachment.

TITLE OF YOUR PRESENTATION: _____

PREFERRED DATE/TIME TO PRESENT: _____

PRESENTER AND CO-PRESENTER INFORMATION: (If you will have more than one presenter, please list as **A** and **B**. The person listed as **A** will be considered the primary correspondent; if you have additional presenters please attach additional sheets of paper as necessary). **Presentations should be no more than 90 minutes in length.**

PRESENTER - A

Name: *(Please include honorifics if appropriate)* _____

Agency/Organization: _____

Official Title: _____

Position: _____

Address: _____

Telephone: Work: _____ Cell: _____

Email Address: _____ ADA Needs: _____

PRESENTER B

Name: _____

Agency/Organization: _____

Official Title: _____

Position: _____

Address: _____

Telephone: Work: _____ Cell: _____

Email Address: _____ ADA Needs: _____

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If you need accommodations such as a sign-language interpreter or other services, please let us know so that we can better respond to your needs.

PLEASE PROVIDE AT LEAST THREE (3) CLEARLY DEFINED EDUCATIONAL OBJECTIVES

Objectives are not a list of the topics to be covered but must clearly define what the participant will know or be able to do as a result of having attended the program, and these objectives must be stated in measurable terms. They are used to measure the efficacy of the instructor making the clear connection between the content being delivered and application of the content within the learner’s professional context. Here are a few examples of a well-written learning objective:

“As a result of attending this training, participants will be able to explain two ways that the Strengths Model can be used to design service delivery systems for justice-involved individuals.”

***Practice Example:** Participants will be able to apply three or more principles of trauma-informed care to improve the therapeutic milieu of STRTPs and promote positive outcomes among youth placed in congregate care.*

***Quality Improvement Example:** Participants will be able to construct three metrics for monitoring access and timeliness of care to improve quality of service delivery in the public behavioral health system.*

****All objectives must start with “Participants will be able to...” then utilize at least one of the approved verbs. (see Page 5 & 6 “Verbs for Formulating Objectives and Measuring Change Relative to the Updated Compliance Criteria” to use as a guide to help you choose the correct verbs for your objectives)**

NOTIFICATIONS

Indicate your understanding and willingness to comply with the following regulations by checking each item.

- I assert that the difficulty of my presentation is at a post-licensure level.
- The distribution and/or presentation of commercial messages, whether oral or written, for business solicitation purposes is strictly prohibited in presentations. Endorsement of specific companies and products is not permitted.
- I assert that no ethical or legal issues effecting professional license status are pending against any of the speakers of this presentation.

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RESOURCE MATERIAL:

Attendees appreciate materials, particularly copies of presentation slides. CIBHS will include your PowerPoint, handouts with those from the other presenters on our website for download. CIBHS must receive your PowerPoint, handouts by **June 1st** (**NOTE: You can provide CIBHS with the PDF file of your resource material for inclusion on the CIBHS website to be posted after the event.**)

- I will send my PowerPoint and other handouts to CIBHS by **June 1st**.
- I will not have resource material.

TAPING AND PUBLICATIONS:

Will you grant permission for taping (audio or video) of your session?

- Yes
- No

Tips for Writing Educational Objectives

Here are some helpful tips to be able to write objectives that will get approved. Please use these guidelines in your phrasing.

There should be a **clear description of what the attendee will know or can do because of attending training AND relate those gains to benefits to the constituent or the system by which constituents are served.** There is not an either/or option!! The objectives must cover both concepts in one sentence.

Participants will be able to: (this is how ALL should start)

- Participants will be able to learn advanced "Skillstreaming" group facilitation skills.

Not only does the above objective use a word (learn) that is on the "Verbs to Avoid" list, but it only states what the attendee will know after the training. Here is an example of how to modify that objective to get it approved:

- Participants will be able to implement the advanced "Skillstreaming" group facilitation skills in their workplace to improve group discussions.

Objectives also need to be tied to improving individual consumer outcomes or improving the system of care. To put it simply, this means that there needs to be a cause and affect outlined in the objectives. There is always a goal of each training, and these should be clearly outlined in the objectives. Not just what you are hoping they will learn, but what you are hoping they will do with that knowledge.

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Verbs for Formulating Objectives and Measuring Change Relative to the Updated Compliance Criteria *

Verbs to Avoid	Discuss	Design	Performance
Appreciate	Distinguish	Detect	Act / Act Upon
Know	Estimate	Formulate	Ask
Learn	Explain	Generalize	Avoid
Review	Express	Integrate	Change
Study	Extrapolate	Manage	Check
Understand	Interpolate	Organize	Collaborate
Update	Interpret	Plan	Communicate
	Locate	Prepare	Coordinate
Knowledge	Predict	Prescribe	Decrease
Cite	Report	Produce	Demonstrate
Count	Restate	Propose	Diagnose
Define	Review	Specify	Do / Don't
Draw	Translate		Document
Name		Competency	Empathize
Identify	Knowledge	Apply	Examine
Indicate	Analyzed	Calculate	Hold
List	Analyze	Complete	Incorporate
Point	Appraise	Demonstrate	Increase
Quote	Contract	Dramatize	Inquire
Read	Criticize	Employ	Integrate
Recite	Debate	Examine	Involve
Recognize	Detect	Illustrate	Internalize
Record	Diagram	Interpolate	Listen
Relate	Differentiate	Interpret	Manage
Repeat	Distinguish	Locate	Massage
State	Experiment	Operate	Measure
Select	Infer	Order	Obtain
Tabulate	Inspect	Practice	Order
Trace	Inventory	Predict	Perform
Write	Question	Relate	Prescribe
	Separate	Report	Palpate
Knowledge	Summarize	Restate	Pass
Understood		Review	Percuss
Associate	Knowledge	Schedule	Refer
Classify	Synthesized	Sketch	Tell
Compare	Arrange	Solve	Treat
Compute	Assemble	Translate	Use
Contrast	Collect	Use	Utilize
Describe	Compose	Utilize	Write
Differentiate	Construct		
	Create		

* Adapted from "Stating Objectives" by Adrienne B. Rosof in Continuing Medical Education: A Primer (Adrienne B. Rosof and William C. Felch MD, Editors), Praeger Publishers, New York, 1986, pp. 36-37.

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