



## **ACA Annual Conference & Exposition Education Session Presenter Guide For 90-Minute and 60-Minute Programs**

### **Important Deadlines and Dates:**

**September 1, 2010:** Deadline to provide any possible schedule conflicts (Meetings or events during conference that you or your co-presenters will be involved with)

**October 1, 2010:** Deadline to edit printed information (presenter name(s), affiliation, etc.)

**January 1, 2011:** All presenters, including co-presenters, must register for the ACA 2010 Conference & Exposition. **You will not be able to present and your name will not appear in the Program Guide unless you register by January 1, 2011.** For information regarding registration please visit [www.counseling.org/conference](http://www.counseling.org/conference). We encourage you to register early to take advantage of lower registration fees.

**March 1, 2011:** Deadline to submit handout(s) to be posted online, if you are making your handout(s) available online.

During the Call for Proposals period you agreed to the following:

- a) The Primary Presenter must be a current ACA member in good standing.
- b) The Primary Presenter is also the contact person and is responsible for notifying all other participants of acceptance, scheduling, and any other information provided by ACA.
- c) To be available to present the program on any given day of the conference at any given time.
- d) To register for the Conference by January 1, 2011.
- e) To not charge a separate fee for attending the program.
- f) To not sell any products or services during the program.
- g) For safety purposes, to not use an open flame during the program. This includes, but is not limited to, the following: smoking, lighting and/or burning of candles or incense, etc.
- h) To provide 100 handouts in hard copy at a 90-minute or 60-minute program, or provide an electronic copy to ACA prior to March 1, 2011.

### **Speaker Ready Room**

A Speaker Ready Room has been designated at the Conference Center for the use of all Conference Presenters. The Speaker Ready Room will have the following equipment for presenters use and practice: LCD Projector and Screen, Pentium IV computer with WIN XP and office, VHS/DVD player, overhead projector, slide projector and extra slide trays. We recommend each presenter **check-in at the speaker ready room at least 30 minutes prior to their presentation to review the AV equipment.** In addition, if you have a specific need for AV equipment that has not been previously ordered, you may place an order onsite with the volunteer stationed at the Speaker Ready Room. Additional AV orders will be at the presenters own expense. Please note: Each Education Session room will be equipped with an LCD projector and screen only. If additional AV equipment is needed please send an email to [cturner@counseling.org](mailto:cturner@counseling.org) requesting AV Rental Information.

The Speaker Ready Room will be located on the second level, **room #R01 of the Ernest M. Morial Convention Center**, and will be open during the following days and times:

Wednesday, March 23: 8:00 am - 4:30 pm  
Thursday, March 24: 8:00 am - 4:30 pm  
Friday, March 25: 7:00 am - 5:00 pm  
Saturday, March 26: 7:00 am – 5:00 pm  
Sunday, March 27: 7:00 am – 5:00 pm

You can also find special Presenter Ribbons for your name badge and complementary coffee for presenters in the Speaker Ready Room!

This guide has been developed to help you prepare for a successful presentation at the ACA 2011 Conference & Exposition

### **Guidelines for Preparing a Conference Presentation**

Preparation is the key to giving an effective and successful conference presentation. ACA encourages each to use these guidelines when developing your presentation.

Tips for Planning the Presentation:

- Know your topic-become the expert.
- Think through your purpose or goal. This will guide your decision on what to include in the presentation.
- Be sure your presentation is in sync with your description in the Conference Program Description and that you address all of your stated learning objectives.
- Your presentation should be well-organized. Know what you are going to say, when you are going to say it, and how you are going to say it. Prepare an outline of topic. Bullet or number the main points.
- State your objectives in the beginning of your presentation and prepare concluding points for the end, before questions and discussion.

- Decide what, if any, visual aids you will use. For example, you may want to prepare PowerPoint slides of the major points of your presentation. See the section on PowerPoint Presentations for ideas and guidelines.
- Practice your presentation. Practicing is probably the single most important thing you can do beforehand; Use your outline to guide your thoughts. Time your presentation making sure that it adheres to allotted time. Know what to omit if you start to go over your allotted time. You are responsible for ending your presentation on time.

### **Guidelines for Education Session Presentations:**

The following guidelines should assist you plan a well-structured presentation:

- Begin your presentation by telling your audience what your topic is and what you will be covering. Decide what your major point is and describe it in the first 2 or 3 minutes of your presentation. This is your essential message that will help your audience understand your presentation in terms of their own settings, client population, or research interest.
- Describe your intervention, topic idea, or research project in depth. What were its unique components or procedures? Don't "tell" the audience about your topic; rather, think about what they would like to hear. The average conference attendee has years of professional experience and wants to know about interventions that work or what is new on the horizon in terms of professional issues, assessment, intervention, and research.
- Use your last 5 minutes to emphasize how your procedures, data, or issues will make a difference in the profession. If you have presented preliminary research data, tell the audience what comes next. This is your application time to draw conclusions or speculate about what you did, analyzed, read, or experienced.
- Because your goal is to interest your audience in your topic, be prepared for questions during the discussion period at the close of the presentation. Since these presentations often leave the audience "wanting more", **we require that you provide a brief handout for attendees** including a topical outline of your presentation, references with full citations, and details on how you can be contacted for further information. See the section on handouts for ideas and guidelines for preparing handout materials.
- Involve your audience. While not all presentation can be hands-on in nature, we recommend that you include some type of interactive component in your session. Our members tell us repeatedly that their preferred learning style is interactive.

Involving the audience can be accomplished by providing participation with an opportunity to directly apply some of the principles they have been learning throughout the presentation to get immediate feedback for presenters and peers. A few examples include group discussions, case studies, demonstrations, simulation, role play, or a structured experiential learning activity. It is important for the presenter to determine the most appropriate methods for his or her session on the

basis of material being presented and the size of the audience. A simple “show of hands” only takes 10 seconds and can connect you with your audience.

- ❖ **Large Groups:** A large group is appropriate for guided group interaction, question-and-answer periods, feedback session, demonstration, and audiovisual materials. When leading a guided discussion, the presenter should develop a list of questions or points that will stimulate the discussion of a specific topic.
- ❖ **Enriching information** can be added to the session when participants are encouraged to share resources and experience from their individual work environments. It is important to avoid recognizing the same individuals over and over and to encourage participation by as many people as possible. If the discussion begins to wander from the topic, you must redirect it. This is your responsibility. As with other educational approaches, the discussion that follows should help participants integrate the exercise with the theme of the presentation. Large-group discussion should be guided with lead questions presented by the speakers.
- ❖ **Small Groups:** Small-group activities have proved to be highly successful and it is strongly suggested that the small group size be 6 to 8 people. For these activities, it will be helpful to assign a group facilitator to foster the discussion and coordinate the report of the small-group in the large-group format. It is helpful to describe the facilitator’s role to the entire group before the participants break into small group.
- ❖ **Simulation Methods:** Audience participation in role-playing, games, or simulation exercises, may take several forms – an activity done in dyads or a demonstration in front of the audience, for example. Whatever form it takes, a good simulation experience requires that the purpose of the exercise be clear, the rules are defined, and the players be well versed on their contribution to the scene.
- ❖ **Case Studies:** Case studies are very effective in highlighting, reinforcing, and integrating information that is being presented. They can be presented as either informal verbal “examples” or more formal written scenarios of a particular case. Case studies can also be used to facilitate either small or large-group discussions or activities.
- ❖ **Questions and Answers:** An easy way to involve the audience is to open up the dialogue between the presenters and the participants. Ask the group at the beginning of the presentation what they hope to gain from their attendance. Establish whether you will take questions spontaneously throughout the presentation or whether there will be a question-and-answer period at specific junctions. Make sure, however, that you build time for questions and try incorporating some of the following techniques:

- Before the presentation, think about what questions might be asked; formulate brief clear answers to each question and rehearse your answers.
- Develop some questions on your own to ask the audience in case the question-and-answer period begins very slowly.
- Throughout your presentation, ask questions of the group even if they are only answering the questions in their minds as they listen to you. Ask questions like “Has anyone done this? How did it work for you?”
- During your presentation, answer questions to clarify ambiguities immediately. Repeat questions participants pose to ensure that the entire audience has heard the question. Postpone questions related to resolving individual or specific problems to the end of the session or to a private discussion later.
- Do not become involved in an extended dialogue with one person; take as many questions from as many participants as possible.
- If someone asks a question that you cannot answer, you have several options:
  1. Say that you will locate the answer and get back to him or her.
  2. Suggest appropriate resources that will provide the answer.
  3. Ask for suggestions from members of the audience.

Always repeat the question, so that the entire audience hears and understands it; this also serves to refocus attention on you, the presenter. This is particularly important if there are people in the audience using augmented communication devices.

### **Presentation Tips:**

- Try to relax. Most people are nervous presenting before a group. Focusing on a responsive person in the audience helps you connect with the audience.
- Be sure everyone in the room can hear you. Look for nonverbal cues from people in the back of the room to see if they are struggling to hear you.
- Be sure to talk slow enough for everyone to grasp the important elements of your topic/research.
- Don't read your presentation! Audiences lose interest quickly when someone reads to them.
- Remember, don't ever “speak down” to your audience. You are the identified expert but your audience will listen more intently if they feel a collegial connection with you.
- Put yourself in the participants place. Project enthusiasm for an interest in your topic.
- Avoid repetitive mannerisms and phrases. Avoid using such phrases as “uhhh” and “you know”.

- Be sure to look around the room. Eye contact is essential to maintaining attention.
- If you use audiovisuals, avoid the tendency to speak to the screen instead of the audience. Be familiar with your visual aids that you only need to look at them is to point something out.

### **Audiovisual Support:**

ACA will provide presenters with the following equipment:

- 1 podium and 1 head table
- 1 wired microphone on long cord in center of head table
- 1 projection screen
- 1 LCD projector for use with presenter's personal laptop computer (ACA does not provide computers)

If a presentation requires audiovisual equipment that is not listed above, additional equipment can be ordered at the expense of the presenter, prior to the conference (email [cturner@counseling.org](mailto:cturner@counseling.org)) or in the Speakers Ready Room prior to your presentation.

Carefully selected AV material can be a refreshing adjunct to teaching methods. They offer variation for different learning styles and keep the flow of the presentation stimulating. AV aids are an important way to reinforce and enhance the major themes of your presentation by:

- Stimulating interest
- Clarifying content
- Simplifying complex information
- Improving the listener's recall
- Keeping you on the subject

**Internet?** The 2011 Conference Site does not have internet access in the Education Session Rooms. If internet access is needed for your presentation please contact [cturner@counseling.org](mailto:cturner@counseling.org) to inquire if access can be granted and what costs are involved.

### **Guidelines for Preparing a PowerPoint Presentation:**

The graphic you project on the screen to support what you say should help clarify ideas, emphasize key points, show relationships, and provide the visual information your audience needs to understand your message. Remember, this presentation is for your audience to see, not for you to read word for word from your slides. Use the following guidelines to assist you in preparing a PowerPoint presentation:

1. Slide presentations should be well laid out and formatted, be visually appealing with the use of color, and present a professional image.
2. Keep in mind that your information must be concise; focus on summarizing the most notable aspects of the information for your presentation.
3. Keep your words large enough – **at least font size 24.**

4. Limit the number of words you put on a page. One of the biggest complaints we get is that attendees can not read slides from the middle to back of the room.
  - Use bullet points or numbers for sub-points.
  - Use succinct phrases instead of sentences.
  - Limit each slide to 6 bullet points. It is better to have several slides per heading or concept than to cram all the information on one slide.
  - Avoid Paragraphs.
5. Fancy is not always better.
6. Choose color combinations that make your text easy to read.
7. Limit your graphics to 1-3 per page. Too many graphics can be distracting.
8. Slides are designed to supplement your presentation – not be your presentation. Keep it simple.
9. Fill out a storyboard before you begin to put your presentation together. It will help you stay organized, and things will get done faster.
10. Number your slides and reference them in your presentation notes so you will know which visuals to use at various points.
11. Basic rule of presentations – Bells and whistles are fun to put in, but they tend to be distracting to the viewer. Make sure that special effects have a purpose.
12. Proofread and spell check! Proofread and spell check! Proofread and spell check!

### **Handouts:**

All conference presenters are **REQUIRED** to provide handouts; either to bring 100 handouts to the session, or make a handout available online. This is an important piece of your presentation that session attendees can utilize after the conference, often sharing the handouts in their work environment and with their peers. Shortage of handouts continues to be a complaint strongly noted on evaluation forms. If you run out of handouts on site, please provide your contact information to attendees that did not receive one, or take attendees email addresses and electronically mail a copy after Conference.

If you will be bringing **hard copies onsite**, papers and materials for your presentation should be sent ahead of time to your hotel addressed to your attention and labeled “Hold for Arrival” or brought with you. Please check with your hotel for authorization and further information. Do not send any materials directly to the Conference Center.

If you will be **providing your handout online**, all documents must be submitted by March 1, 2011 to [cturner@counseling.org](mailto:cturner@counseling.org).

Handouts provide structure. They can provide supplemental materials, references, and a glossary of terms. The handout should be attractively laid out and inviting to read. Leave enough “white space” on the handout for the listener to take notes. Number your handout pages for easy reference during your presentation.

A handout should consist of:

- Your name and contact information
- Date of presentation

- Title of your presentation
- Brief abstract of your presentation
- A brief outline of presentation including the major points
- A bibliography of reference used to inform the presentation

**Evaluations:**

Attendees are encouraged to provide an evaluation at the end of your session. Evaluations are then returned to ACA, and are **available upon request** to the primary presenter. For your reference, below are the areas that will be rated on a 5 point scale:

<b>The Presentation:</b>
Fulfillment of stated objectives was
Organization and flow were
The accuracy of the description as stated in the Program Guide
Appropriateness of teaching methods was
The length of the session was
Number of Presenters for content and length was
Usefulness and freshness of information was
Number of handouts available was
<b>The Presenters:</b>
Knowledge and expertise
Organization and preparation were
Ability to convey ideas clearly was
Ability to remain on topic was
Consideration of differing viewpoints
Providing appropriate feedback was
Ability to maintain audience interest was
Effective in addressing diversity/cultural issues specific to topic was
Avoidance of stereotypes in the presentation was

**CANCELLATION:** Should cancellation of your presentation become necessary, please notify me immediately in writing. Please note that canceling an approved session may effect the approval of future Conference proposals.

**If you have co-presenters, please inform them of the guidelines.**

**ACA Contact:**

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