We are currently accepting proposals for the 2019 CASWE-ACFTS Annual Conference, which will take place from June 3rd to June 6th, 2019. This year's conference will be held at the University of British Columbia (UBC), which is situated on the beautiful, unceded territory of the xʷməθkʷəy̓əm (Musqueam) Nation.

The UBC School of Social Work was founded in 1929. Throughout its 90-year history, the School has adopted a strong vision in social justice and an ethic of care. The vision has become the foundation of this longstanding community of learners who have been actively engaging in the development of critical, transformative knowledge for social work practice.

**SOCIAL JUSTICE HAS BEEN CLAIMED** as the political and moral foundation of the social work profession. This claim is not without controversy. There is some question as to whether “social justice” is merely rhetoric or whether it generates real transformation in the context of practice. Electing the theme, “Circles of Conversation: Engaging in Social Justice through Transformative Action,” the CASWE-ACFTS Conference aims to provide a much needed space for social work scholars, practitioners, researchers, students, social service providers, and users to gather together through dialogue, debate, and dissent, to critically seek ways to move beyond the rhetoric of social justice into transformative action.

You are invited to submit an abstract proposal for a paper presentation, poster, workshop, dialogue circle, workshop or art space related to the theme of “Circles of Conversation: Engaging in Social Justice through Transformative Action” in seven topic areas selected for their imminence to social work education and practice in the Canadian context.
Subthemes
Clinical Practice
Direct practice with individuals, families and groups has always been integral to social work education and practice. However, social workers have struggled with respect to practicing in a manner that foregrounds social justice in their work, and effecting structural change in the context of clinical practice. In this subtheme, we welcome contributions to explore the following questions:

- What does “social justice” mean and entail in the context of clinical social work practice?
- How do we connect social injustice (assessment) and taking action (intervention) in clinical practice?
- How do we effect social action and structural change in the context of clinical practice?
- What are the barriers to “engaging in social justice” in clinical social work practice? Examples of “engaging in social justice” in clinical practice are welcome.

Race, Immigrants and Refugees
The diversity of newcomers settling in Canada poses significant implications for social work education to prepare students and support longtime practitioners to work effectively with newcomers to address social justice issues. Questions for exploration include:

- How does an intersectional approach facilitate understanding of racial diversity and international migration and its implications for “engaging in social justice”?
- What is it like for social work practitioners and educators to “engage in social justice” in an increasingly technologizing and stratifying transnational “reality”?
- What are the indicators of successes or failure of addressing social justice issues in social work education and professional social work practice with racial minorities, immigrants, and refugees?

Social Work Education and Research
This sub-theme explores how social work education and research dialogue with social justice. Researchers and educators alike will learn how teaching and inquiry in social work inform social justice activities. Welcome contributions will be those that stimulate conversations about:

- How social work inquiry, theory, and pedagogy can generate transformative action;
- How to re-strengthen community-based practice in the social work curriculum;
- How to “engage in social justice” and “transformative action” without biasing evidence in research;
• How to educate the next generation of social work practitioner-researchers about walking the fine line between social work practitioner and researcher when “engaging in social justice” in their practice and research.

**Indigenization**

Indigenization entails the need to re-examine the knowledge, theories, and practices imposed and handed over via colonialism. It is rooted in decolonial pedagogical paradigms. Questions to ask in relation to indigenizing social work include:

- What does indigenization mean in social work literature?
- What does it suggest for social work practice, research, and education?
- How can we move beyond rhetoric in indigenizing social work?
- How might indigenization concepts be useful for social work education, practice, and research in the broader Canadian context?

**Field Education**

Field education is recognized as the signature pedagogy of social work education. It provides students with an opportunity to work in a diverse range of settings where they can apply knowledge learned in the classroom to professional practice settings. Questions to explore could include:

- How can field education provide students with more opportunities to work in practice areas that strive to deliver social justice and social change?
- What does “engaging in social justice” look like in field education?
- What can be done to help students move beyond talking about social justice to undertaking transformative action in fieldwork?

**Eco-justice and Environmentalism**

Ecological or environmental social justice is an emerging area of interest and necessity in the social work field. It focuses on the intersection of the effects of climate change and environmental degradation and the lives of individuals, groups, and communities, especially those that are already the most vulnerable and marginalized. Questions to explore could include:

- How does climate change intersect with social issues such as poverty, race, and gender amongst others?
- How can social work integrate the interrelationship between humans and the environment into practice?
- What can social work do to tackle the challenges of neo-liberal models of socio-economic development in promoting community-based sustainability and resource management?
- How can eco-justice be integrated into social work education, research, and practice?
- How can social work support the Inuit and Northern populations to face the multifaceted challenges caused by climate change?

**Critical Reflections on Canadian Francophone Realities**

Francophone realities in Canada impact issues of identity and culture as well as
communities. What is social work education’s role as a transformative force? In this subtheme, we welcome contributions to explore the following issues:

- Creating spaces for Francophone identities, cultures, and communities.
- Francophone social work: successes, challenges, and lessons learned.
- Preventing linguistic erosion in Canadian Francophone communities, institutions, and postsecondary education.
- Looking to the future: new alliances and opportunities in supporting Francophone youth in Canada.

**Presentation Types**

**Paper**
Paper presentations should consist of summaries and highlights of original work, focusing on innovations in theory, practice, research findings, or policies. Paper presentations are 30 minutes in length (20 minutes for the presentation and 10 minutes for a question and answer period). These are scheduled within a 90-minute session block with three papers per block. If there are multiple presenters of a paper, the lead presenter will coordinate the paper presentation and ensure the 20-minute time limit is respected.

**Poster**
Poster sessions are designed to highlight practice experiences, theories or research reports. Posters are displayed for viewing throughout the conference. Poster presenters are expected to stand beside their posters and discuss their work with conference participants during two specific 30-minute time periods scheduled by the planning committee.

Components of the poster should include:
- Background/Rationale
- Methods/Methodology
- Results
- Conclusions

Many poster presenters supplement their posters with a handout that summarizes their work and provides contact information for further follow-up.

Posters are presented on display boards that are 4’ X 8’. It is recommended that your poster presentation be no more than 3.5’ x 7.5’ in order to fit on the display board.

**Dialogue Circle**
A dialogue circle is a collection of ideas contributed by a group of individuals, each with a different perspective on a common theme. The chair leads the dialogue circle and facilitates discussion on the ideas as they relate to each other and to the overall theme. Dialogue circles are 90 minutes in length. They include two short oral
presentations of background information and discussion with a group seated in a circle. The presentation typically is not more than 10 minutes and is followed by discussion and feedback. The presenters are in charge of their dialogue circle format but most will include an extended discussion component with ample time for questions. The proposal should detail the focus of the dialogue circle and the way(s) in which it contributes to the body of knowledge in the field. Presenters should bring targeted questions to pose in order to learn from and with those attending.

Workshop
A workshop is a practice-oriented, interactive session designed to illustrate a set of techniques or to present a topic directly related to practice. Workshops should include an exercise that allows participants to practice using the skill. Workshops are 90 minutes in length. The proposal should include a detailed discussion of why this skill is important, how the presenter will teach the skill within a short time frame, and how the presenter will enable attendees to learn more after the session.

Art Space (Including Video and Performing Arts)
Art space submissions should be accompanied by an abstract of no more than 500 words. The proposal should include enough detail so that reviewers can fully understand the project that is being conceived, including the conceptual focus and its relation to the Conference themes. Visual art should include a jpeg attachment to the submission. Performance art pieces and videos should be no longer than five minutes. Video art submissions should include a link to the video that accompanies the abstract. Proposals should include information about presentation space and technical requirements. Artists are responsible for the shipping and handling of all artwork to the conference, and for insuring their own works if they choose to.

Presenter Requirements
• Persons submitting a proposal agree to do so with the understanding they will abide by the Guidelines, as well as the decisions of the 2019 Conference Planning Committee and the Proposal Reviewers.
• All presenters must be members in good standing of CASWE-ACFTS or a “Friend” of the Association (please contact Houssein Charmarkeh for more information at Charmarkeh@caswe-acfts.ca). Failure to comply with the membership and registration requirements by April 30, 2019, may result in the presenter’s removal from the Conference program.
• In addition to being a CASWE-ACFTS member, all accepted presenters must register for 1) the CASWE-ACFTS Conference and 2) the 2019 Congress of the Humanities and Social Sciences.
• All presenters must be available to present at any time during the conference. We regret we are unable to accommodate scheduling requests.
**Lead presenters**

- Lead presenters may submit a maximum of one proposal through the call for proposals and be part of no more than two presentations (one main presentation and one additional presentation in a non-lead or adjunct role).
- The lead presenter is responsible for ensuring all presenters are in compliance with this agreement.
- No presenter additions or substitutions may be made after the proposal submission deadline.
- **We encourage all presenters to have their presentations available in both French and English, and to submit their title and abstract in both official languages.**

**Audio/Visual Equipment**

- A basic data projector, projection screen, internet access, and sound system will be available at each session. Each room will be equipped with a PC computer (loaded with Microsoft Office 2010 suite), but you are welcome to bring your own device and cables to hook up to podiums. *(Please note: If you are using a Mac laptop, you must bring your own adaptors.)*
- If you wish to rent additional equipment, please contact the CASWE-ACFTS office to make arrangements. Note that all presenters who rent additional equipment will be responsible for all fees.

**Proposal Submission Acknowledgement**

- You may submit your abstract online, by January 9, 2019, at https://caswe-acfts.ca/conference/. Once your abstract has been submitted, you will receive an automated email confirming the receipt of materials.

**Proposal Evaluations**

- Proposals are peer-reviewed by two reviewers, and assessed based on the following:
  - Relevance of topic to the overall conference themes.
  - Clarity of writing.
  - Clarity of research method(s) and/or conceptual approach.
  - Clear articulation of theoretical framework.
  - Contribution or significance to critical social work practice, education, research, policy, and theory.

**Proposal Status Notification**

- Emails regarding the status of proposals will be sent to all lead presenters by mid-February, 2019. If the proposal is accepted for presentation, no changes from the original submission may be made regarding the presentation.

**Deadline for submissions is January 9, 2019**