



# SOPHE 2019 Call for Abstracts

## USER/INFORMATION GUIDE

**Society for Public Health Education's 70<sup>th</sup> Annual Conference**  
**March 27 – 29, 2019 | Salt Lake City**

**Abstract Submission Deadline: July 10, 2018**

Thank you for your interest in submitting an abstract for SOPHE 2019!

**Please take the time to review the following detailed information.**

The information provided in this user guide offers important insight into how to accurately submit your abstract for SOPHE's 70<sup>th</sup> annual conference in Salt Lake City. We look forward to your submission!

SOPHE Education: [education@sophe.org](mailto:education@sophe.org)

***Expect selection notifications on or before October 15, 2018.***

### Table of Contents

Overview .....	2
Who Should Submit Abstracts .....	2
Conference Theme .....	2
Conference Subthemes .....	2
Checklist for preparing abstract submission .....	3
Disclosure Statements .....	4
Criteria for Judging Abstract Submissions .....	5
Additional Information .....	5

## Overview

If you have not previously set up an online profile at <http://my.sophe.org/>, you will be **required** to set one up to create an abstract submission. All co-authors will also be required to have or set up an online profile and confirm that their name, title, organization or university degrees, certifications and email are all current. This information is important as this will be used for spelling and credentials for the conference onsite program, if your abstract is accepted.

If you encounter technical difficulties using **Internet Explorer**, we recommend using **Chrome** or **Safari**.

### **Please note:**

- SOPHE will only communicate with Submitting Authors. We ask that Submitting Authors be sure to pass all notifications and updates to co-authors.
- Work previously published online or presented at a national conference will not be accepted.
- Submission of multiple abstracts that present the same data in different ways is also prohibited and will result in the abstract(s) being rejected.
- SOPHE especially encourages **students** to submit abstracts. Student submissions will be considered for student-focused sessions. Student submissions will be peer-reviewed using the same criteria as all other submissions. Students whose abstracts are accepted for presentation are bound by the same agreements as all other submissions.

## Who Should Submit Abstracts

- Health Education & Promotion Professionals
- School Health Educators/Coordinators
- Behavioral/Social Scientists
- Patient Educators
- Health Education/Promotion Students
- Community Health /Public Health Education Faculty
- Tribes and Tribal Organizations
- Public Health Practitioners
- Mental Health Professionals
- Chronic Disease Directors
- Dental Hygienists/Community Oral Health Coordinators
- Community-Based Organizations and Staff
- Epidemiologists
- Allied Health Professionals
- Social Marketers
- Informatics Professionals
- Health Communication Professionals
- Pharmacists
- Dietitians & Nutritionists
- Health/Social Policy Experts
- Social Workers
- Health Administrators
- Clinicians (Physicians, Nurses, Physician Assistants, Nurse Practitioners, etc.)
- Ethicists

## Conference Theme

### ***Elevating Health Through the Power of Many***

In SOPHE's 70<sup>th</sup> year, we remain an organization that continuously strives to improve and elevate the health of individuals, communities, state, nation and the world, through collaboration across health and non-health sectors, advocacy for improved policies and systems, and enhanced efforts in health education and health promotion research and practice. We believe in the value of individuals working to impact the health and wellness of individuals, communities and systems and coming together to address the determinants of health and improve health outcomes through health education and promotion across all sectors and disciplines. This conference will focus on the real and potential impact of health educators when they work together to elevate health for ALL.

## Conference Subthemes

### **Translating Evidence to Practice: Health Education and Health Promotion in Action**

Research generates evidence, and evidence is best used to inform practice. Abstracts are sought for both skill-building and research-based sessions that address methods of using evidence to guide practice, developing and using the tools required to translate evidence into demonstrable action, and innovative systems, technology, and programs that support better practice in the field of health education and promotion. Topics may include: theory-based practice and program planning; development, implementation, and evaluation of health programs; successful protocol and procedures; and effective strategies for health advocacy and health policy design.

### **Future of the Nation, Future of the World**

As we reflect upon the achievements in health education and promotion, we also look to the future. What are we doing to promote the health of the next generation? In this context, we are seeking abstracts in all areas of health education and health promotion addressing the well-being of children, adolescents, and young adults. Topics may include both research and practice initiatives for children, adolescents, and young adults focusing on improved health literacy, enhanced health behavior skills, and reduction of risk factors for the six priority health behaviors monitored by CDC, in any setting or scope of practice.

### **Achieving Health Equity and Eliminating Disparities**

With cultural competency at the forefront of how we collaborate with others to improve lives and impact social outcomes through education, promotion, and advocacy, we must always seek to improve our understanding of how we as health educators can promote equitable action and empower all populations and communities. We invite abstracts that focus on addressing social determinants and using inclusive practices as a foundation for increasing health equity and improving health outcomes for vulnerable, underserved, and/or diverse populations. SOPHE has always believed in "thinking globally, acting locally." Abstracts that address health education and health promotion research and practice in cross-cultural settings, at global and international avenues, are also encouraged.

### **Personal and Professional Development for Health Educators**

Health education and promotion is a dynamic and applied field of practice that requires constant innovation and forward thinking. As health educators, we must continue to focus on personal growth and professional development, mentorship, adult education, self-care practices, preparedness and continuing education, as well as methods of staying current in promising and effective practices and future trends. We invite abstracts related to initiatives that enhance the knowledge, motivation, skills of health educators, and the culture of health education and health promotion as a profession.

### **Emerging Issues and Discovery of New Knowledge in Health Education and Promotion**

Emerging and re-emerging health-related issues require health education specialists to continue to look for new and timely health education and promotion strategies that make a difference. Discovery of new knowledge requires both qualitative and quantitative research endeavors. We invite abstracts that focus on emerging and re-emerging issues that affect health, innovations in systems and technology, research methods and projects of new knowledge discovery in health education and health promotion.

### **Checklist for preparing abstract submission**

Review the checklist below to be sure that you have all the required information prior to submitting your abstract online (the system will NOT allow you to save and return until you click the SUBMIT button. Once submitted no further edits will be possible).

- Abstract Title
- Subtheme: Required to choose one (1) conference subtheme for your submission
- Author/Co-Author: For each individual listed as an author/co-author you will need to have: Name; Title; Organization/University; Email
- Abstract Type: Research or Practice (Please choose one)
- Bio & Qualifications of Primary Presenter/Submitting Author (900-character limit) \* (includes spaces)
- Eta Sigma Gamma (ESG) Submission *(If you are a current ESG member and if you wish for your submission to only be considered for the ESG oral or poster presentations. If you choose YES – your submission will not be considered for any other SOPHE educational sessions.)*
- Session Type: Choose your top 3 choices
- 1-2 Learning Objectives (500-character limit) \*(includes spaces)
- Continuing Education Level – Entry Level or Advanced.
- You will be required to select one (1) Area of Responsibility (additional information below)
- Brief Abstract summary (1000-character limit) \* (includes spaces)
- Detailed Abstract Description (3000-character limit) \* (includes spaces)
- Primary/Submitting author will need to agree to a Disclosure Statement on behalf of all co-authors

*\*Character limits include spaces. Please be sure your chosen Special Populations and Keywords are reflected in your Abstract Summary & Description.*

## Disclosure Statements

SOPHE policy requires potential presenters to disclose any proprietary, financial, professional or other personal interests in the material to be presented. This includes past employment, serving as a consultant, conducting clinical trials, serving on an advisory committee, inclusion in a speaker's bureau, owning stock, holding patents, etc. You will be asked to agree to both disclosure statements below:

#1: As a condition of submission, SOPHE requires that the Primary/Submitting author acknowledge and agree to the following statement: *(primary intent is that presenters do not sell products or services to attendees)*

*I declare that to the best of my knowledge all my co-authors and I have no proprietary, financial, or other personal interest in any product, service and/or company that could be construed as influencing the material proposed for presentation in our abstract.*

*I have read and agree to the disclosure statement.*

#2: As a condition of submission, SOPHE also requires that the presenting author acknowledge and agree to the following statement:

*I declare that my co-authors and I agree to the following if our abstract submission is accepted for presentation at SOPHE 2019:*

*(1) To present the work as described in the submitted abstract and to present the session format assigned by the Planning Committee;*

*(2) Each author/co-author attending the conference agrees to register for the conference and assume responsibility for our own registration, lodging and transportation costs. We acknowledge that if any accepted abstract author withdraws with late notice or fails to show, this will impact future opportunities to present at SOPHE meetings;*

*(3) If selected for a presentation, a copy of our slides will be provided to SOPHE 10 days in advance of the start of the conference (March 17<sup>th</sup>), as requested, so that it can be available for AV at our assigned session; and*

*(4) Acknowledge and accept that our presentation may be video or audio taped and made available for future continuing education purposes.*

*I have read and agree to the disclosure statement.*

## Criteria for Judging Abstract Submissions

Upon submission, abstract submissions will be divided into research and practice (abstract types) and then be reviewed by 3-4 professional reviewers based on the following criteria:

1. **Relationship to conference theme:** Does the abstract relate to the theme and the chosen subtheme?
2. **Objectives:** Are the learning objectives clearly stated, measurable, and observable (aka SMART Objectives)?
3. **Sound conceptual framework:** Does the abstract include a clearly stated background/rationale for its objectives?
4. **Methodology:** Is the purpose clearly and concisely described? Is the methodology or practice description clearly stated and appropriate for the research or practice?
5. **Usefulness/Innovative:** Does the abstract represent usefulness and innovation to the field of health education?
6. **Clarity of content:** Is the abstract well-written? Does it clearly outline what the presentation is about? Is it presented in an organized and structured manner?

## Notification and Communication

Confirmation Emails will be sent to the Submitting Author upon: (1) creation of an abstract; (2) addition of any co-author(s); (3) completed submission of the abstract.

*Submitting authors can expect to receive an email notification, whether their abstract was accepted or declined, on or before **October 15, 2018**.*

## Additional Information

### Profile Set Up Instructions

You will be REQUIRED to set up an online profile on <http://my.sophe.org/> to start an abstract submission. All co-authors will also be required to have or set up an online profile and confirm that name, title, organization/university, degrees, certifications and email are all correct.

If you have a profile set up, click **SIGN IN** at the top right-hand side of the screen. If you do not yet have a profile and need to register, select **REGISTER AND CREATE MY SOPHE PROFILE** link on the bottom left of the page.

### Continuing Education Requirements

**Presenter Objectives:** Write objectives that specify learner outcomes to be achieved by the attendee at the event. The presentation will be identified as entry-level or advanced-level, but not both. The level of the presentation must

correspond with the appropriate competencies – see below.

In writing a behavioral objective, the first step is to start with the key phrase. Use the following objective template for creating a quality learning objective: *(Enter text for up to 2 objectives.)*

*“By the end of the session the participant will (be able to): select verb from the “Writing Objectives” tip sheet (complete the objective with a measurable element and specifics to your session).”*

### **Level of Continuing Education & Associated Competencies**

You must designate that your session is either entry-or advanced-level and you must choose an associated Area of Responsibility. Areas of Responsibilities:

1. Assess Needs, Resources & Capacity for Health Education/Promotion
2. Plan Health Education/Promotion
3. Implement Health Education/Promotion
4. Conduct Evaluation & Research Related to Health Education/Promotion
5. Administer and Manage Health Education/Promotion
6. Serve as a Health Education/Promotion Resource Person
7. Communicate, Promote, and Advocate for Health, Health Education/Promotion & the Profession

Your selection will not affect the reviewers’ rating of your abstract and will be used only by the CE Committee if your abstract is accepted. For those of you who need additional information see the Resources section in your abstract submission or the SOPHE Call for Abstracts webpage. Additional information on the competency domains and the sub-competencies can be found here: [https://www.nchec.org/assets/2251/hespa\\_competencies.pdf](https://www.nchec.org/assets/2251/hespa_competencies.pdf).

### **Session Type Descriptions**

**Oral Presentation session:** This type of presentation can be a single-presenter or multi-presenter oral presentation. This presentation should be approximately 15-25 minutes in length as SOPHE may choose to join or combine similar themed sessions together into a 60, 75 or 90-minute concurrent session. Clarification of length of time and # of presenters will be provided upon acceptance of abstract.

**Skill-Building Workshop:** By design, this proposal should emphasize skills development and incorporate interactive, hands-on learning. The Planning Committee will determine assignment as pre-or post-conference or embedded conference workshop.

**Ignite session:** Ignite presentations use timed PowerPoint slides for a 7-minute presentation. Ignite sessions should provide a clearly articulated message in a very short timeframe. These presentations should be innovative, offering a new way to look at old concepts, building non-traditional partnerships, and spark new ideas for discussion, not simply a

shortened version of a longer presentation. Presenters will need to practice getting their timing down and quality up. Ignite presentations are intended to be challenging, exciting, fun to create and to attend.

**Think Tank:** A think tank is a 45-90-minute session focusing on a single issue or question. A presenter orients attendee to the issue or question and provides context. Attendees break into small groups to explore the issue and reconvene to discuss their enhanced understanding through a conversation facilitated by the chairperson. The abstract should succinctly identify the question or issue to be addressed, the relevant contextual factors, and the roles of the individual breakout groups (To address the overall topic or question; a particular facet of the topic or question; or a particular perspective).

**Roundtable:** Roundtables offer an intimate opportunity to discuss a topic/question with a smaller group of attendees. There may be simultaneous roundtables with the opportunity for an attendee to visit more than one roundtable in the session timeframe (generally 90 minutes). Roundtable discussions typically are 30 minutes with the opportunity for multiple iterations and include 15 minutes of presentation, followed by 15 minutes of discussion/feedback. Roundtable presenters should bring targeted questions to pose to others at the table to learn from and with those attending. The abstract should detail the focus of the presentation and the way(s) in which it contributes to the body of knowledge in the field. Presentations that demonstrate new technology or innovations are particularly encouraged.

**Poster Session:** Poster sessions allow attendees to view research/project findings at will and interact with poster session author(s). Posters will be displayed throughout the conference with a designated time for authors to be present.

### [Eta Sigma Gamma \(ESG\) Submission](#)

If you are a current Eta Sigma Gamma (ESG) member and wish for your abstract to ONLY be considered for the ESG oral presentation or the ESG student poster session, please select **YES**.

If not an ESG member or if you want your submission considered for all possible sessions, please select NO.

All ESG Submissions will be reviewed and selected through a separate committee designated by ESG leadership.

### [Special Populations \(Select up to 3\)](#) *\*Be sure your choice(s) are reflected in your abstract summary/description.*

- |                          |                                    |                            |
|--------------------------|------------------------------------|----------------------------|
| ✓ Children & Adolescents | ✓ LGBTQ+                           | ✓ New Professionals        |
| ✓ Young Adults           | ✓ Disadvantaged Populations        | ✓ Seasoned Professionals   |
| ✓ Older Adults           | ✓ Global/International populations | ✓ Mid-Career Professionals |
| ✓ Women                  |                                    |                            |
| Men                      |                                    |                            |



**Keywords (required to choose up to 3)** *\*Be sure your choice(s) are reflected in your abstract summary/description.*

Access to Health Care
Advocacy
Aging
Alcohol & Substance Abuse
Anthropology
Behavior Change/Theories
Cancer
Cardiovascular Disease
Career Development & Professional Preparation
Child/Adolescent Health
Chronic Disease
Clinical Trials
College Health
Community Health
Community Health Workers
Community-Based Participatory Research
Computer-Mediated Health Promotion
Consumer Health
Continuing Education
Cultural Competence
Diabetes

Disaster & Emergency Preparedness
Dissemination & Implementation
Empowerment
Environmental & Systems Change
Environmental Health
Epidemiology
Ethics
Evaluation & Measurement
Family Health
Genetics/Genomics
Health Behavior
Health Disparities
Health Literacy
Health Policy
Health Research
HIV/AIDS
Immigration Health
Immunization
Infectious Disease
Injury Prevention/Safety
International/Cross cultural Health
LGBTQ+
Maternal & Child Health
Media

Medical Care
Men's Health
Mental Health
Minority Health
Motivational Interviewing
Nutrition
Obesity
Oral Health
Parenting
Partnerships/Coalitions
Patient Education
Physical Activity & Exercise
Physical Disabilities
Policies
Program Planning
Public Health Laws
Qualitative Methods
Quality Assurance
Quality Improvement
Quantitative Methods
Race/Ethnicity
Religion & Health
Reproductive Health
Research Design
Resource Development
Rural Health

School Health
Sexual Health
Sleep
Smoking & Tobacco Use
Social Capital
Social Determinants of Health
Social Ecology
Social Inequity
Social Influence
Social Marketing/Health Communication
Strategic Planning
Systems Science
Technical Assistance
Technology
Theory
University/College Health
Violent Behavior/Violence Prevention
Women's Health
Workforce Development
Worksite Safety & Health