



# SOPHE 2020 Call for Abstracts

## USER/INFORMATION GUIDE

**Society for Public Health Education’s 71<sup>st</sup> Annual Conference  
March 17 – 20, 2020 | Atlanta**

***Abstract Submission Deadline: June 26, 2019***

Thank you for your interest in submitting an abstract for SOPHE 2020. **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 71<sup>st</sup> annual conference in Atlanta.

We look forward to your submission! Questions? Email: [education@sophe.org](mailto:education@sophe.org)

***Selection notices are expected to be sent on or before October 1, 2019***

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## Creating a Profile

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 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.

## Internet Browser/Technical recommendations

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 pass all notifications and updates to any 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 **practitioners and students** to submit abstracts. These submissions will be peer-reviewed using the same criteria as all other submissions and 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
- Health Researchers
- Pharmacists
- Dietitians & Nutritionists
- Health/Social Policy Experts
- Social Workers
- Health Administrators
- Clinicians (Physicians, Nurses, Physician Assistants, Nurse Practitioners, etc.)
- Ethicists

## Criteria for Judging Abstract Submissions

Abstract submissions will be reviewed by 3-4 peer-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 ([must be SMART Objectives](#))?
3. **Sound conceptual framework:** Does the abstract include a clearly stated background/rationale for its objectives?
4. **Methodology/Description:** 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 will be? Is it presented in an organized and structured manner?

## Communication & Notification Information

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. Co-authors will receive one email that states that they've been added to a specific submission title/author, but they will receive NO additional communication from SOPHE during the call for abstracts process. *Submitting authors can expect to receive an email notification, whether their abstract was accepted or declined, on or before **October 1, 2019**.*

## 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 combine similar themed sessions into a 60, 75 or 90-minute concurrent session. Clarification of length of time and # of presenters will be provided upon acceptance of an abstract.

**Skill-Building Workshop:** These sessions should emphasize skills development and incorporate interactive, hands-on learning. These sessions should be providing tools for health educators to use, providing real-world approaches and hands-on skill. The Planning Committee will determine assignment as pre-or post-conference or embedded conference workshop. These sessions can range from 90 minutes to an all-day 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.

### [Continuing Education Requirements](#)

**Presenter Objectives:** Write objectives that specify learner outcomes to be achieved by the attendee at the event.

Objectives MUST be SMART Objectives.

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 two 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 and Area of Responsibilities:** 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, visit the SOPHE 2020 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).

### **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**.

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

If not an ESG member or if you want your submission considered for all possible sessions for SOPHE 2020, please select **NO**.

### **Special Populations (Select up to 3)**

*\*Be sure your choice(s) are reflected in your abstract summary/description.*

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

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

|   |                                   |                                     |                                       |
|---|-----------------------------------|-------------------------------------|---------------------------------------|
| Access to Health Care                         | Cultural Competence               | International/Cross Cultural Health | Religion & Health                     |
| Advocacy                                      | Diabetes                          | LGBTQ+                              | Reproductive Health                   |
| Aging   | Disaster & Emergency Preparedness | Maternal & Child Health             | Research Design                       |
| Alcohol & Substance Abuse                     | Dissemination & Implementation    | Media                               | Resource Development                  |
| Anthropology                                  | Empowerment                       | Medical Care                        | Rural Health                          |
| Behavior Change & Theories                    | Environmental & Systems Change    | Men's Health                        | School Health                         |
| Cancer  | Environmental Health              | Mental Health                       | Sexual Health                         |
| Cardiovascular Disease                        | Epidemiology                      | Minority Health                     | Sleep                                 |
| Career Development & Professional Preparation | Ethics                            | Motivational Interviewing           | Smoking/Tobacco                       |
| Child/Adolescent Health                       | Evaluation & Measurement          | Nutrition                           | Social Capital                        |
| Chronic Disease                               | Family Health                     | Obesity                             | Social Determinants of Health         |
| Clinical Trials                               | Genetics/Genomics                 | Oral Health                         | Social Ecology                        |
| College Health                                | Health Behavior                   | Parenting                           | Social Inequity                       |
| Community Health                              | Health Disparities                | Partnerships & Coalitions           | Social Influence                      |
| Community Health Workers                      | Health Literacy                   | Patient Education                   | Social Marketing/Health Communication |
| Community-Based Participatory Research        | Health Policy                     | Physical Activity & Exercise        | Strategic Planning                    |
| Computer-Mediated Health Promotion            | Health Research                   | Physical Disabilities               | Systems Science                       |
| Consumer Health                               | HIV/AIDS                          | Policies                            | Technical Assistance                  |
| Continuing Education                          | Immigration Health                | Program Planning                    | Technology                            |
|   | Immunization                      | Public Health Laws                  | Theory                                |
|   | Infectious Disease                | Qualitative Methods                 | University/College Health             |
|   | Injury Prevention & Safety        | Quality Assurance                   | Violent Behavior/Violence Prevention  |
|   |                                   | Quality Improvement                 | Women's Health                        |
|   |                                   | Quantitative Methods                | Workforce Development                 |
|   |                                   | Race/Ethnicity                      | Worksite Safety & Health              |

## 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 2020: (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 in advance of the start of the conference, 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 recorded and made available for future continuing education purposes.*

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

## 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. Once an abstract is final and you click the SUBMIT button, you will no longer be able to make any additional changes to the abstract.

- 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.*

## **SOPHE 2020 Conference Theme:**

### **Linking Science & Social Justice: Health Education as a Catalyst for Change**

Public health education professionals and others who seek to improve health outcomes often find their efforts are affected by larger societal forces, including disparities and social inequalities. These social justice issues severely affect outcomes in health care, education, mental health, the economy, and other areas that have a major influence on quality of life for individuals and families.

This conference will address ways that public health education professionals can have impact on these social justice issues, through policy, advocacy, and communications; teaching and professional preparation; building and fostering effective partnerships; strengthening research translation and implementation; and addressing the continuum of prevention and care.

### **Conference Subthemes:**

#### **Changing Systems: Policy, Advocacy, Communications**

This sub-theme addresses how the sciences of systems change, communications and advocacy can have broad impact on health outcomes. Presentations in this area would address social determinants of health, health disparities, health equity, and societal level changes that can have a long term and sustained impact on health. Topics could include marketing and technology solutions for populations and how broad evidenced-based policies and work to change policies can contribute to health at the local, state, national and global levels.

#### **Changing Minds: The Art & Science of Teaching in Communities & Professional Preparation**

This sub-theme emphasizes evidence-based teaching and learning with an emphasis on the “education” in health education. Presentations in this area would share best practices in pedagogy and andragogy in the systems for early childhood, K-12 education, college and graduate level education. This sub-theme will address what we know in adult and child learning theories and how to address the science of health education in practice in schools, communities and with priority populations. Topics could be on what works, innovative theories and techniques, state-of-the-art and practice in school and community health, technological approaches and what leads to improved knowledge, skills, behaviors and competencies.

#### **Changing Perspectives: Leveraging Sectors, Engagement and Partnerships**

This sub-theme focuses on how we leverage strong and effective partnerships and collaborations to impact health. Presentations would address successful approaches to building authentic and effective relationships, engaging communities and working across sectors. Emphasis might be on how health educators can move out of our comfort zones so that we change and adapt our perspectives and outcomes to fully engage others, embrace their needs and goals and build ownership for sustained action. We welcome presentations that evaluate and explain best practices in forming and strengthening partnerships from a variety of fields, including, but not limited to, mass media and journalism, information science, arts and health, environmental justice, school health, city planning, business and finance, entertainment, technology, politics and law, and global diplomacy.

**Changing Approaches: Emerging Issues in Research Translation & Implementation**

This sub-theme addresses the cutting edge of science and health and how health education can help to translate research to practice in emerging issues and help to address emerging issues effectively in real time. The focus will be on how we “get ahead of the curve” with emerging issues. We seek examples of how health promotion can be a critical player in assuring that new potentials and challenges are met with strong and innovative theory, strategic approaches and robust evaluation in implementation research. Topics could include: driving toward successful health outcomes through information science and practice-based evidence, implementation science in domestic and global settings, integration of evaluation and continuous improvement models into our work with complex problems, building on the science of forecasting, ensuring that health education is at the table when current and emerging health issues are addressed and learning from global health work.

**Changing Outcomes: Health Education & the Continuum of Prevention & Care**

This sub-theme addresses how health promotion effectively contributes to the challenges of effective, accessible, affordable and quality health care and health promotion. Presentations can address systems for addressing health disparities and health inequities across the lifespan and include healthy birth through health aging. An additional focus can be on ways to move our interventions upstream and on building a health education perspective across all aspects of the care continuum from pre-determinants to prevention to urgent care and innovative strategies for interventions for prevention and control of chronic disease.