77th SOPHE Annual Conference

Call for Abstracts Information & Instructions Guide

Important Dates

Abstract submission deadline: Monday, October 6, 2025

Acceptance notification expected on or before Friday, December 12, 2025

Presenter registration deadline (also Early Bird Registration): Saturday, January 31, 2026

Theme: Local Roots, Global Impact: Transforming Health through Education

Thank you for your interest in submitting an abstract for the SOPHE Annual Conference. This guide provides information and instructions on how to accurately submit your abstract. We look forward to your submission.

The 2026 SOPHE 77th Annual Conference, scheduled for April 22-24, 2026, in Portland, Oregon, is an inclusive opportunity for anyone who plays a role in the health education profession. The annual conference offers various learning experiences and opportunities to connect with colleagues and friends.

Educational Tracks

Populations across the globe are experiencing rapid changes due to the economic, digital, cultural, and environmental forces affecting their lives and communities. Such global complexity and diversity, which has been accelerated since COVID-19, present both opportunities (e.g., innovation in communications, improved living standards) and challenges (e.g., environmental degradation, economic inequality, stress, conflict). Health education and promotion is positioned to act on its basic tenets and values of health equity and social justice to advance upstream policies and practices impacting social determinants of health. This conference will address ways that public health education professionals can strengthen their outreach to marginalized and vulnerable populations, address the growing crisis of behavioral and mental health, advance professional preparation and training to work in global health settings, and utilize technological and health communication tools for collective well-being.

We encourage abstract submissions that align with the following four categories:

1. **Leadership, Mentoring, and Training the Next Workforce**
   This track celebrates the critical role leadership and mentoring play in shaping the next generation of health education professionals. It explores effective strategies and best practices for training and developing emerging talent, fostering a culture of continuous learning, and designing effective mentorship programs that empower individuals to reach their full potential in health education, health promotion, and public health.

   This track also emphasizes the importance of integrating self-care and mental well-being into leadership and mentoring efforts. Abstracts should present innovative approaches for building the health education leadership pipeline; enhancing essential competencies for academia, research, and practice; updating workforce recruitment, diversity and retention strategies; building advocacy skills to address today's dynamic political environment; and growing successful coaching and mentoring programs.

2. **Social Justice and Health Equity**
   Social justice and health equity are foundational principles of the health education profession and at the core of essential public health services. Recent public health crises have exposed persistent health disparities and systemic racism that continue to hinder progress toward achieving social justice and equitable health outcomes.

   This track invites abstracts that showcase innovative partnerships and advocacy strategies focused on dismantling inequitable policies and systems affecting racially, ethnically, and gender-diverse

populations, including LGBTQ+ communities. Submissions may include models for training future social justice advocates, as well as policies and programs that promote equitable prevention, early detection, and treatment efforts. Abstracts related to health education and promotion pedagogy, research, and practice in cross-cultural, international, and global settings are also encouraged.

3. **Health Communications**

Health communication is a vital and evolving competency for health educators, researchers, and practitioners. In an era marked by increasing mis- and disinformation, public skepticism toward science and public health systems, and rapid technological change, the ability to communicate effectively about health within a complex and dynamic information ecosystem is essential. Health communication involves more than delivering accurate messages; it also includes building trust, fostering dialogue, and cultivating meaningful relationships with communities and stakeholders.

This conference track invites abstracts that explore innovative and evidence-based approaches to health communication across teaching, research, and practice. Topics may include, but are not limited to, social media, health literacy, infodemiology, digital storytelling, data visualization, AI-driven tools, social marketing, and strategies for engaging diverse audiences to promote health and health services. Submissions that emphasize health equity, cultural relevance, inclusive communication strategies, and the navigation and shaping of today's health information ecosystem are especially encouraged.

4. **Program Planning and Evaluation**

Program planning, evaluation, and implementation are essential to delivering effective, efficient, and community-aligned public health interventions. When these components work in tandem, they create a continuous cycle of learning and improvement that drives meaningful and sustainable health outcomes that can be replicated and tailored for different communities. This track will highlight best practices in program planning, including comprehensive needs assessments, objective definition, strategic engagement and innovation, cross-sector collaboration, and sustainability planning. Abstracts exploring methods for integrating qualitative and quantitative approaches in evaluation design, program effectiveness and community contribution, stakeholder engagement, data visualization, and continuous quality improvement are encouraged. This year, we are also interested in abstracts focusing on program implementation and implementation science frameworks such as RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance), CFIR (Consolidated Framework for Implementation Research), EPIS (Exploration, Preparation, Implementation, & Sustainment Framework), and TDF (Theoretical Domains Framework), navigating implementation barriers, and tailoring evidence-based interventions (EBIs) and evidence-supported practices (ESPs). Research focusing on integrating contextual factors and program replication in global scenarios is also welcome.

5. **Policy and Advocacy**

This track explores the critical role of public health policy and advocacy in advancing health equity, promoting social justice, and improving public health outcomes. Abstracts under this theme will highlight innovative strategies, research findings, and partnerships that influence policy development, implementation, and evaluation at local, national, and global levels. Topics may focus on grassroots organizing, legislative engagement, health policy analysis, advocacy campaigns, and the integration of community voices into policymaking. This track invites practitioners, researchers, educators, and students to share evidence-based practices and lived experiences that drive systemic change through informed advocacy and policy action.

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What is SOPHE Looking For?

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To deliver exceptional learning experiences that include the following:

Rich Content:

- Reflect innovative, cutting-edge content, and evidence-based practice
- Present a strong case with evidence supported by research or data
- Explore issues important to diverse audiences and communities
- Challenge attendees to be solution-focused

Instructional Design:

- Stimulate and provoke discussion, audience engagement, and outcome-focused design
- Facilitate knowledge transfer and encourage application of the HESPA II Areas of Responsibilities and competencies
- Use methods that draw out relevant past knowledge and experiences

Audience Engagement:

- Aspiring and emerging leaders through executive-level, seasoned professionals
- Inclusive of different types of adult learners (e.g., visual, auditory, and kinesthetic) and taking into consideration personality traits (e.g., introvert, extrovert and ambivert) in various learning styles.
- Demonstrate relevance of lessons through "real-life" case studies

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Abstract Criteria

Selected through an open call to all SOPHE members and health education professionals, hundreds of volunteers act as peer reviewers anonymously scoring abstracts within their area(s) of expertise. Diverse peer input is important in shaping the conference sessions. 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 track?
2. **Objectives**: Are the learning objectives clearly stated as SMART: Specific, Measurable, Attainable, Relevant, and Time-Bound?
3. **Originality:** Is the abstract original work and hasn't been presented before?
4. **Sound conceptual framework**: Does the abstract include a clearly stated background/rationale related to its objectives?
5. **Methodology/Description**: Is the purpose clearly and concisely described? Is the methodology or practice description clearly stated and appropriate for the research or practice?
6. **Innovative and Action-focused:** Does the abstract represent usefulness and innovation to the field of health education? Does it inspire action to generate results?
7. **Program Design**: Is the abstract well-written and the content is clear? Does it clearly outline what the presentation will be? Is it presented in an organized and structured manner? Don't underestimate the importance of instructional flow and design. The best learning environments are collaborative and use a solution-based approach to a problem.
8. **Free of Commercial Bias:** All abstract submissions must be educational in nature, neutral and unbiased. SOPHE policy requires potential presenters to disclose any proprietary, financial, professional, or other personal interests in the material to be presented. Any abstract that is not free of commercial bias will not be accepted. If accepted, those in violation of this policy may forfeit any speaking opportunities.

Internet Browser and Technology Requirements

You will need to use the following browsers to submit your abstract, **Chrome**, **Fire Fox,** or **Safari**.

Key Information

Like the communities across the country, SOPHE is made up of health education professionals that represent different races, ethnicities, genders, educational backgrounds, vocations, ages, ... and more. *As you submit your abstract,* we encourage you to be inclusive in your selection of presenters to reflect the diversity that contributed to the information you intend to share.

➢ SOPHE will only communicate with submitting authors and those listed as presenters. We ask that submitting authors pass all notifications and updates to any co-authors. If a co-author will be presenting, please state that they are also a presenting author in the abstract submission.
➢ Presenters will be limited to one presentation. SOPHE seeks diversity of thought and speakers. Each presenter will be limited to presenting or co-presenting one presentation only. Be cautious about how many abstracts you are the submitting author or listed as a co-presenter. Exceptions include pre-conference sessions, or poster presentations, which in these cases a presenter can present up to two presentations. The planning committee will ensure inclusion and fairness, so a diverse group of thought leaders are selected for presentations.
➢ 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 if accepted for presentation, are bound by the same agreements as all other submissions.

➢ All accepted abstract presenters and co-presenters must register for the conference. The registration deadline for presenters is January 31.

Step-by-Step: A Guide for Creating and Submitting an Abstract

Step 1a: Sign in or create an *Abstract ScoreCard* account

An *Abstract ScoeCard* account is **required** to submit an abstract.

When creating your profile, please ensure that your name, title, credentials, organization or university degrees, certifications and email are current. This information is important – it is used for conference materials if your abstract is accepted.

Step 1b: Review the Session and Presentation Types

*Be sure your choice(s) are reflected in your abstract summary. You can rank order of 1st, 2nd, and 3rd session type. This information is taken into consideration when finalizing the sessions and how they best fit in the conference program.

Session Types

Session Types	Details	Maximum # of Presenters	Session Description

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IGNITE	7-minute presentation Three (3) IGNITE presentations in a 30-minute session Seven (7) IGNITE presentations in 60-minute session	One (1)	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.
Oral Presentation	**15-minute presentation** **Three (3) like-minded presentations will be selected for one 60-minute oral session.** After all presentations are completed, there will be time for live Q&A.	One (1)	Oral presentations provide an opportunity for a presenter to share their research findings and/or evidence-based best practices in a formal setting.
Learning Lab	**30-minute session** Allow for introductions, 20-25-minute presentation, plus Q&A	Two (2)	A formal presentation usually given by 1 or 2 presenters, highlighting one or more case studies.
World Cafe	**60-minute session**	Two (2)	These sessions focus on a single question, adaptive challenge, or a relevant health education issue using break out groups. Presenters' orient attendees to the issue or question by providing details on the background and context. The abstract should succinctly identify the question or issue, the relevant context, and the task for each breakout groups.

Deep Dive	**60-minute session** Allow for introductions, 40 minute presentation, plus dedicated Q&A	Three (3)	A highly interactive presentation given by 1-3 presenters. A deep dive into a single subject through collaborative learning. Focuses on a single topic or concept and may feature interactive activities
Skill-building Intensive	**60-minute session** Allow for introductions, 50-minute interactive presentation, plus Q&A throughout	Three (3)	Sessions that emphasize skills development and incorporate interactive and hands-on learning.
Roundtable	**60-minute session**	Three (3)	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 60 minutes). Roundtable discussions typically are 15 minutes with the opportunity for multiple iterations and include 5 minutes of presentation, followed by 10 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	**60-minute poster session** Posters will be organized by topic	One (1)	Graphic representation of a presenter's research. Presenters illustrate their research/program findings displaying photos, graphics, diagrams, and a concise amount of text on the poster boards. Poster presenters will hold discussions with attendees who visit the various posters.

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Step 2a: Create New Abstract Submission

After logging in, scroll to Abstract

ABSTRACT (You have 0 complete abstracts, 1 incomplete abstract, and 0 withdrawn abstracts)

➕ Click here to begin a new abstract

Click on, "**Click here to begin a new abstract**" and then add in your **title** (you can change this later) and your preferred **proposal category** (oral, roundtable, or poster). After hitting submit, scroll down to find **Author Information, Abstract, Additional Information, Learning Objectives, and Disclosure.**

New abstract was successfully added.

1. Author Information
Click here to add authors to this submission.

2. Abstract

3. Additional Information
please answer the following questions

4. Learning Objectives
Provide 2 learning objectives that are clear, measurable, and achievable.

5. Disclosure Statements

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Step 2b: Update the sequencing Sections (Author Information, Abstract, Additional Information, Learning Objectives, and Disclosures)

Add in **Author information** – ensure Author information is complete and click save before leaving the page

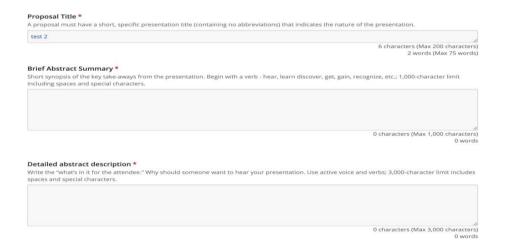**Biographies** of the primary presenter and co-presenter(s); 800-character limit per bio.
- Brief and informative. Describe occupation, significant achievements, and a value of promise.
- Keep the biography relevant. Include achievements that resonate with the presentation topic.
- View these engaging sample biographies.
- [Speaker bio examples that will inspire you to update yours](#)
- [How to write an academic bio for conferences](#)
- [How to create your professional speaker biography](#)

Add New Author

First Name *	Last Name *	Email *	
			Add Author

Abstract – update your title (if necessary), add in a **brief summary** (Short synopsis of the key take-aways from the presentation. Begin with a verb - hear, learn discover, get, gain, recognize, etc.; 1,000-character limit including spaces and special characters.) and a **more detailed description of your abstract** (Write the "what's in it for the attendee." Why should someone want to hear your presentation. Use active voice and verbs; 3,000-character limit includes spaces and special characters)

Proposal Title *
A proposal must have a short, specific presentation title (containing no abbreviations) that indicates the nature of the presentation.

test 2

6 characters (Max 200 characters)
2 words (Max 75 words)

Brief Abstract Summary *
Short synopsis of the key take-aways from the presentation. Begin with a verb - hear, learn discover, get, gain, recognize, etc.; 1,000-character limit including spaces and special characters.

0 characters (Max 1,000 characters)
0 words

Detailed abstract description *
Write the "what's in it for the attendee." Why should someone want to hear your presentation. Use active voice and verbs; 3,000-character limit includes spaces and special characters.

0 characters (Max 3,000 characters)
0 words

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Additional Information – select area of responsibilities, HESPA competencies and sub-competencies.

- You will be required to select **one (1) Area of Responsibility** (see below) **and two (2) sub-competencies.**
  - o **Assessment of needs & capacity**
  - o **Planning**
  - o **Implementation**
  - o **Evaluation and research**
  - o **Advocacy**
  - o **Communication**
  - o **Leadership and management**
  - o **Ethics and professionalism**

Special Populations: Select up to three (3)

*Selections should be reflected in your abstract summary description.

- Children & adolescents
- Young adults
- Seniors/older adults
- Maternal & infants
- Women
- Men
- LGBTQ+
- Disadvantaged populations
- Minority populations
- Global/International populations
- New professionals
- Seasoned professionals
- Mid-career Professionals

Categories: Select up to three (3)

*Selections should be reflected in your abstract summary description.

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Keywords: Select up to three (3)

*Selections should be reflected in your abstract summary description.

Learning Objectives - Presenter objectives: You are required to enter text for two (*2) learning objectives*. Write objectives that specify <u>learner outcomes</u> to be achieved <u>by the attendee</u>. Access the <u>SMART objectives</u> guide to assist you with creating SMART objectives. In writing a behavioral objective, the first step is to start with the key verb. This helps the participants know what they will learn from the presentation. Use the following objective template for creating a quality learning objective: *"**Select verb** [i.e., describe, analyze] at least three health equity communication messaging to assist development of minority population health."*

SOPHE reserves the right to edit submitted content.

Disclosure Statements

SOPHE 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 are asked to agree to all three disclosure statements below:

#1: As a condition of submission, SOPHE requires that the 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/agency, institution, and/or affiliation that could be construed as influencing the material proposed for presentation in our abstract.

#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 2026: (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. If the conference is a virtual event, presenting authors will be notified and given the opportunity to present online. 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; (4) Acknowledge and accept that our presentation may be video or audio recorded and made available for future continuing education purposes; (5) I declare I have completed the 2026 Presenter Agreement Form and uploaded all headshots and requested information on behalf of all presenters and co-presenters.

#3: As a condition of submission, SOPHE also requires the Submitting author acknowledge and agree to the following statement:

Presentation or poster materials, accepted for the SOPHE 2026 conference, will be provided to SOPHE before the conference starts (at a deadline communicated by SOPHE to authors). This is to ensure that (1) presentation materials are available for A/V at the assigned session; (2) All presenters and co-presenters register for the conference; (3) that conference materials are universally accessible, to improve access to the conference for people with disabilities; and (4) Presenters who do not provide conference presentation materials to SOPHE may have their accepted submission removed from the conference program.

☑ I have read and agree to the disclosure statements.

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Presentation Notifications

Notification emails are sent to the submitting author upon: (1) creation of an abstract; (2) addition of any co-author(s) & presenting author; and (3) completed submission of the abstract. Co-authors will receive one email stating they have been added to a specific submission title/author, but they will receive 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 December 12, 2025.*

Timeline

Thank you for your interest, expertise, and your time in submitting an abstract. Note the important dates below (subject to change).

- Call for abstracts submissions deadline: October 6, 2025
- Presentation notifications: December 12, 2025
- Presenter Registration deadline: January 31, 2026
- Presenter materials due: January 31, 2026
- SOPHE's Annual Conference: April 22-24, 2026

Once you have completed your abstract submission please remember to click "SUBMIT"