

A User Guide

SOPHE 2018 Call for Abstracts



Columbus, Ohio Skyline

Society for Public Health Education's 69th Annual Conference

April 3-6, 2018 | Columbus, OH

Abstract Submission Deadline: August 7, 2017

Thank you for your interest in submitting an abstract for SOPHE 2018! We look forward to your submission!

Please read the information provided in this user guide thoroughly as it offers important insight into how to accurately submit your abstract for SOPHE's 69th annual conference in Columbus, Ohio.

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Overview

You will be **required** to set up an online profile at <http://my.sophe.org/> to start an abstract submission. All coauthors 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. If you encounter technical difficulties using **Internet Explorer**, we recommend using **Chrome** or **Safari**.

Please note:

- Work previously published 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 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.

Again, please take the time to review the information below. If you still have questions about the abstract submission process, please contact education@sophe.org.

Who Should Submit Abstracts

- Health Education & Promotion Professionals
- School Health Educators/School Health Education 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 Focusing on Health Promotion
- Social Workers
- Health Administrators
- Clinicians (Physicians, Nurses, Physician Assistants, Nurse Practitioners, etc.)
- Ethicists
- Community Members

Conference Theme and Subthemes

Igniting Change and Innovation: The Impact of Health Education

Health education is not a static, it is a constant state of advancement. Centered at 'the heart of it all,' health education spins a web that supports the growth of all that is entwined. With every shift in best practice, each new research finding, every student who engages in the classroom, health education catalyzes a ripple effect of progress. As health education and promotion professionals, it is our responsibility to empower each other by magnifying the work our community contributes to igniting change and innovation in our ever-changing world.

Infrastructure of Ingenuity

When new challenges arise and old solutions become stagnant, how do health education and promotion professionals expand innovative ideas into the infrastructure for progress? Abstracts are sought that demonstrate the building blocks of innovation. Examples of abstracts in this subtheme include areas such as technology, partnerships, translational research and practice, creative fund generation, policy development, and sustainable programs.

Personal and Professional Development

How do health education and promotion professionals, as well as our colleagues in collaborative sectors, take a step back from everyday work to focus on personal growth, mentorship, preparing health education specialists for the future, and staying abreast on current promising and best practices? Abstracts are sought that enhance the motivation, skills, and culture of health education. Example topics include competency building sessions in areas such as: evaluation, needs assessment, advocacy, health communication, and ethics in health education. Additionally, we welcome abstracts for practical skill sessions in areas such as evaluation methodology, leadership development, information skill development, and publishing manuscripts.

Inclusive Practices and Diverse Populations

With cultural competency at the forefront of how we improve lives and impact social outcomes, how can we in health education, promotion, research, and practice promote action and empowerment? Abstracts are sought that focus on cultural competency, cultural humility, and inclusive practices as a foundation for increasing health equity and improving health outcomes for diverse populations. Examples of topics and health programming in this area include: immigrant and refugee communities, global health, LGBTQ+ populations, racial and ethnic communities, vulnerable and underserved populations, and individuals with disabilities.

Improving Health Across the Lifespan

How do health education and promotion challenges shift from prenatal care through school health, adulthood and into senior living? Abstracts are sought that focus on the health of priority populations across the lifespan. Examples of topics and health promotion programs within this area include: Whole School, Whole Community, Whole Child programs, gender health, college health, and healthy aging. Additionally, health education, health promotion, and pedagogy strategies for various priority populations in the school, clinic, worksite, and community settings are encouraged.

Health Issues on Point

Emerging and re-emerging health-related issues demand that health education specialists continue to look for new and timely health education and promotion strategies that make a difference. Abstracts are sought that focus on emerging and re-emerging concerns that affect health. Example topics in this area include: economic justice, violence prevention, safety and injury prevention, opioids, obesity, behavioral health, environmental health, healthcare reform, emergency preparedness, and legalization of marijuana.

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 allow you to save and return but 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/Submitting Author (900 character limit)
- ☐ Eta Sigma Gamma (ESG) Submission? *(You will be asked to identify if you are a current ESG members and if you wish for your submission to be only 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)
- ☐ Continuing Education Level – Entry Level or Advanced.
- ☐ You will be required to select one (1) entry or advanced level competency (additional information below)
- ☐ Brief Abstract summary (900 character limit) *
- ☐ Detailed Abstract Description (2600 character limit) *
- ☐ Primary/Submitting author will need to agree to a Disclosure Statement on behalf of all co-authors

**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 check acknowledge and agree to the following statement:

I declare that to the best of my knowledge all my co-authors and I have no proprietary, financial, professional 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 resenatation at SOPHE 2018: (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 (1-2 weeks prior) 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 taped and made available for future continuing education purposes.

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

Criteria for Judging all 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 their 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 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, by November 3, 2017.

Additional Information

Profile Set Up Instructions

You will be REQUIRED to set up an online profile on <http://my.sophe.org/> in order 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 participants 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).”

- 1.
- 2.

Level of Continuing Education & Associated Competencies

You must designate that your session is either entry-or advanced-level and choose associated competencies. 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 on the SOPHE Call for Abstracts webpage. Additional information on the competencies can be found here:

https://www.nchec.org/assets/2251/hespa_competencies.pdf.

If Entry-Level is selected, choose 1 (one) associated competency. Entry-level continuing education contact hours (CECH) for CHES, please select among the competencies for Health Educators that are met by the behavioral/learning objectives for this abstract submission. One competency is required.

If Advanced-Level is selected, choose 1 (one) associated (ADV) competency. Advanced-level continuing education contact hours (CECH) for MCHES, please select among the competencies for Master Health Educators that are met by the behavioral/learning objectives for this abstract submission. They are identified in the competencies list with (ADV) at the start. One competency is required.

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. Presenters

will need to practice in order to get 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 attendees 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 in order 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 participants 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.*

Adolescent Health
LGBT
Maternal, Infant, Child Health
Minority Populations

Older Adults
Students/Young Adults
New Professionals
Seasoned Professionals

University Faculty
College Age
Global/International

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
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
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
LGBT+
Maternal & Child Health
Media
Medical Care
Men's Health

Mental Health
Minority Health
Motivational
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