SOPHE 2021 Call for Abstracts

ABSTRACT SUBMISSION INFORMATION GUIDE

Society for Public Health Education’s 72nd Annual Conference
April 7 – 9, 2021 | St. Louis, Missouri

Abstract Submission Deadline: July 20, 2020

Thank you for your interest in submitting an abstract for SOPHE 2021! The information provided in this user guide offers important insight into how to accurately submit your abstract for SOPHE’s 72nd annual conference in St. Louis, Missouri. We look forward to your submission!

Questions? Email: education@sophe.org

Selection notices are expected to be sent on or before September 30, 2020

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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
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 track?
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 September 30, 2020*

Session Type Descriptions
**Oral Presentation:** This type of session 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 similarly themed sessions into a 60 or 75-minute concurrent session. Clarification of duration and number of sessions (if concurrent) 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 provide tools for health educators to use in practice applying real-world approaches and implementation skills. The Planning Committee will determine the assignment as pre- or post-conference or embedded conference workshop. Sessions that can fit within 90 minutes are preferred but longer workshops spanning 2 to 3 hours are welcome.

**Ignite or Pecha Kucha:** These sessions are fast-paced approaches to present a range of topics and ideas in a short time frame. Both presentation types use timed PowerPoint slides for a 7-minute presentation. Ignite sessions should provide a clearly articulated message delivering only the pertinent points. Pecha Kucha sessions will present up to 20 images discussing each for 20 seconds. These presentations should be innovative and offer a new way to look at old concepts, build 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. These presentations are intended to be challenging, exciting, and fun to create and to attend.

**World Café:** These sessions focus on a single question, adaptive challenge, or a relevant health education issue. Presenters orient attendees to the issue or question by providing background and context. Attendees break into small groups for 15-20 minutes to explore the issue and propose interdisciplinary solutions. They then move to another issue table to present findings from the previous group to use as a basis for the second issue. Once all three rounds are completed, individuals or tables reconvene to discuss their enhanced understanding through a conversation facilitated by presenters. 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 research, evaluation results, project findings, or other analysis 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 Promenade:** The abstract committee will hand-select specific posters that strongly align with the conference sub-themes. Posters will be displayed at a designated time for the authors to present and will receive additional promotion throughout the conference. Please keep in mind that those selected to present at one of the Poster Promenades will be asked to present and attendance will be mandatory for the purpose of an opportunity to become a virtual session. **Poster Presentations:** Poster sessions present research, evaluation results, project findings, or other analysis in a graphic format. These presentations allow attendees
to interact and discuss results 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 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 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 2021 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 2021, please select NO.

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

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

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

**Keywords (required to choose up to 3)**

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

Add Implementation Science

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<tr>
<th>Access to Health Care</th>
<th>College Health</th>
<th>Empowerment</th>
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<tr>
<td>Advocacy</td>
<td>Community Health</td>
<td>Environmental &amp; Systems Change</td>
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<td>Aging</td>
<td>Community Health Workers</td>
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<td>Alcohol &amp; Substance Abuse</td>
<td>Community-Based Participatory Research</td>
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<td>Anthropology</td>
<td>Computer-Mediated Health Promotion</td>
<td>Ethics</td>
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<td>Behavior Change &amp; Theories</td>
<td>Consumer Health</td>
<td>Evaluation &amp; Measurement</td>
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<td>Cancer</td>
<td>Continuing Education</td>
<td>Family Health</td>
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<td>Cardiovascular Disease</td>
<td>Cultural Competence</td>
<td>Genetics/Genomics</td>
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<td>Career Development &amp; Professional Preparation</td>
<td>Diabetes</td>
<td>Health Behavior</td>
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<td>Child/Adolescent Health</td>
<td>Disaster &amp; Emergency Preparedness</td>
<td>Health Disparities</td>
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<td>Chronic Disease</td>
<td>Dissemination &amp; Implementation</td>
<td>Health Literacy</td>
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<td>Clinical Trials</td>
<td>HIV/AIDS</td>
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<th>Immigration Health</th>
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<td>Injury Prevention &amp; Safety</td>
<td>International/Cross Cultural Health</td>
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<td>Motivational Interviewing</td>
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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 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 2021: (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. In the event that the conference will be 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; 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.

I will be able to present my abstract online if the conference is a hybrid or virtual event.

**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 if 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(s): For everyone listed as an author/co-author(s) you will need to have: Name; Credentials; Title; Organization/University; Email
- Abstract Type: Research or Practice (Please choose one)
- Bio & Qualifications of Primary Presenter/Co-Author(s) (5,000-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.

• Two questions that you will be able to answer in your presentation about your work.
**Theme: Gateway to the Future: Health Education & Promotion for All**

**Educational Tracks:**

1. **Leadership, Mentoring and Training the Next Workforce**
   The health education and promotion profession provide opportunities for growth and professional development through mentorship, preparedness, and continuing education while focusing on best practices in pedagogical procedures and techniques. Through the occurrences of the COVID-19 pandemic, professionals garnered experience and knowledge to share with the next workforce on increasing these skills. Abstracts are invited that demonstrate current evidence-supported best practices for cultivating the next generation of health promotion professionals.

2. **Systems Thinking and Interconnectedness**
   Health educators are regularly faced with complex public health problems that are multi-causal and require an array of health education and promotion tools to address. Systems thinking approaches recognize the complexity and interrelatedness of aspects of the problem and provide tools to help address them. Abstracts are invited that demonstrate applications of systems thinking philosophy and tools to address health education and promotion problems and/or inform decisions.

3. **Social Justice and Health Equity**
   A social justice approach to health education and promotion guides us to work towards creating equity to improve public health. Addressing social determinants will help us move toward achieving health equity. However, what is missing from social determinants models is an explicit recognition that discriminatory systems based on racism and other forms of prejudices have historically helped create inequities in public health. We invite abstracts that present evidence of racism and other prejudices as a social determinant, approaches to reduce racism through health education and promotion practice, and ways that public health education and professional development can mitigate discrimination.

4. **School Health**
   Schools are uniquely positioned to promote positive lifelong health behaviors through the design, implementation, and evaluation of coordinated school health education, programs, and services. During the recent pandemic, the country witnessed schools and educators coming together to fulfill the unprecedented needs of students and families -- including providing meals, technological equipment, virtual instruction, and a sense of normalcy -- with very little time, training, or resources. Abstracts focusing on best practices in school health education and promotion are sought including: social and emotional learning, creating healthy and equitable schools, school health services, policy and systems change, culturally responsive pedagogy, and application of the Whole School, Whole Community Whole Child (WSCC) model.

5. **Health Communication and Literacy**
   The COVID-19 pandemic has highlighted the critical need for accurate, clear and appropriate communication of health information. Abstracts related to health communication theory and practice, risk communication, culturally tailored communication, and health literacy are invited. We encourage abstracts that address both cutting edge research and practical application in the field.