



76th Annual Conference

Call for Abstracts Information & Instructions Guide

Important Dates

Abstract Submission Deadline: Monday, October 28, 2024

Acceptance Notification expected on or before Friday, December 13, 2024

**Presenter Registration Deadline (also Early Bird Registration deadline): Friday,
January 31, 2025**

Contents

Educational Tracks	3
Abstract Criteria	5

Internet Browser and Technology Requirements	5
Key Information	5
Step-by-Step: A Guide for Creating and Submitting an Abstract	6
Step 1a: Sign in or create a My SOPHE account	6
Step 1b: Review the Session Type Descriptions – We will finalize these on our abstracts workgroup call this week. ..	6
Step 2a: Create New Abstract Submission	8
Step 2b: Update the Document Sections (General, Abstract, and Disclosures).....	9
Special Populations: Select up to three (3)*Selections should be reflected in your abstract summary description. ..	10
Keywords: Select up to three (3)	11
Presentation Notifications	14
Timeline	14

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 2024 SOPHE 76th Annual Conference, scheduled for April 16-18, 2025, in Long Beach, California, 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.

Theme:

Waves of Change: Embracing Diversity and Technology for Equity and Wellness

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 focuses on the critical role that leadership and mentoring in shaping the next generation of health education professionals. This track will explore 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/promotion. Abstracts are encouraged that present innovative approaches for building the health education leadership pipeline and essential competencies for academia, research and practice; approaches to workforce recruitment, diversity and retention; advocacy skills to address the dynamic political environment; and successful coaching and mentoring programs.

2. Social Justice and Health Equity

Social justice and health equity are at the core of the essential public health services and a foundational principal of the health education profession. The COVID-19 pandemic exposed persistent problems in health disparities and laid bare ways that pervasive racism continues to thwart progress in achieving health equity and social justice for all. This track encourages abstracts that focus on innovative partnerships and collaborations for social justice; new approaches to advocacy and dismantling inequitable policies and structures affecting races, ethnicities, genders, and LGBTQ+ populations; innovative ways for training social justice warriors; and examples of equitable health policies and programs that increase prevention, early detection, and treatment of health issues. Abstracts that address health education and health promotion pedagogy, research and practice in cross-cultural, international, and global environments also are encouraged.

3. Technology and Communications

Technology and the advent of infodemiology (i.e., uses of internet related content for improving public health) is driving the practice of health education/health promotion in the 21st Century. The widespread use of cell phones, text messaging, mobile applications, mobile websites, and more recently the use of artificial intelligence

(AI) have transformed the training, roles and practices of health educators and communicators. While social media sites have exploded our capacity to reach millions of people with health messages and advice, they also have promulgated harmful, misinformation and disinformation at a time when many individuals lack essential health literacy and numeracy skills. This conference track encourages abstracts on the teaching, research and practice of infodemiology, including new skills and competencies needed by health educators to keep pace with rapid technological capacities such as AI; impacts and interventions to prevent and mitigate social isolation, loneliness, anxiety and mental health linked to social media; organizational policies and procedures to address AI and other ethical issues in health communication; and the impact of health communication and technology on inclusion and equity across populations.

4. Program Planning and Evaluation

Program planning and evaluation are essential pieces of successful public health practice. This track will explore best practices for objective definition, strategic engagement, evidence-based activity selection, intervention sustainability, cross-collaborative communication, and implementation in assessment, planning, and implementation. Abstracts also are encouraged that address evaluation-related strategies, such as stakeholder engagement, evaluation design, qualitative and quantitative reporting methodology, quality improvement, data visualization, and storytelling. Given Long Beach is a hub of creative arts and culture, abstracts are also welcome on integration and impact of art, murals, music, poetry and other forms of human expression in health education pedagogy, research, and practice.

Who should submit an abstract?

- Chronic disease directors
- Clinicians - physicians, nurses, physician assistants, nurse practitioners, etc.
- Community-based organizations & staff
- Community health/public health education faculty
- Dental hygienists/community oral health coordinators
- Dietitians & nutritionists
- Ethicists
- Epidemiologists
- Health administrators
- Health communication professionals
- Health education & promotion professionals
- Health education/promotion students
- Health researchers
- Health/Social policy experts
- Informatics professionals
- Tribes & Tribal organizations
- Insurance groups
- Mental health professionals
- Patient educators
- Pharmacists
- Physical education educators
- Policy makers
- Public health practitioners
- Rural public health professionals
- School health educators/coordinators
- Social marketers
- Social workers
- Students



What is SOPHE Looking For?

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

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. We ask that submitting authors pass all notifications and updates to any co-authors. If a co-author will be presenting, please state they are 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



Welcome to the Submission Site
You will be using this form to provide your contact information and your required submission details for review.
Click Join Now below to begin.

A screenshot of a web form titled 'Log in to the Abstract ScoreCard'. It has two columns. The left column is for 'New Users' and contains a 'Join Now' button. The right column is for 'Already a User?' and contains fields for 'Email Address *' and 'Access Key *', a 'Show' button, and a 'Login' button. There is a link for 'Lost your access key?' below the Access Key field.

An *Abstract ScoreCard* account is **required** to submit an abstract submission.

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
IGNITE	<p>7-minute presentation</p> <p>Three (3) IGNITE presentations in a 30-minute session</p> <p>Seven (7) IGNITE presentations in 60-minute session</p>	One (1)	<p>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.</p>
Oral Presentation	<p>15-minute presentation</p> <p>Three (3) like-minded presentations will be selected for one 60-minute oral session.</p> <p>After all presentations are completed, there will be time for live Q&A.</p>	One (1)	<p>Oral presentations provide an opportunity for a presenter to share their research findings and/or evidence-based best practices in a formal setting.</p>
Learning Lab	<p>30-minute session</p> <p>Allow for introductions, 20-25-minute presentation, plus Q&A</p>	Two (2)	<p>A formal presentation usually given by 1 or 2 presenters, highlighting one or more case studies.</p>
World Cafe	<p>60-minute session</p>	Two (2)	<p>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.</p>
Deep Dive	<p>60-minute session</p> <p>Allow for introductions, 40 minute presentation, plus dedicated Q&A</p>	Three (3)	<p>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</p>

<p>Skill-building Intensive</p>	<p>60-minute session</p> <p>Allow for introductions, 50-minute interactive presentation, plus Q&A throughout</p>	<p>Three (3)</p>	<p>Sessions that emphasize skills development and incorporate interactive and hands-on learning.</p>
<p>Roundtable</p>	<p>60-minute session</p>	<p>Three (3)</p>	<p>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.</p>
<p>Poster</p>	<p>60-minute poster session</p> <p>Posters will be organized by topic</p>	<p>One (1)</p>	<p>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.</p>

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**

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 *	<input type="button" value="Add Author"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	

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

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](#)**.
 - **Assessment of needs & capacity**
 - **Planning**
 - **Implementation**
 - **Evaluation and research**
 - **Advocacy**
 - **Communication**
 - **Leadership and management**
 - **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.



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 learner outcomes to be achieved by the attendee. Access the [SMART objectives](#) 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 participant 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 2025: (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 2025 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 2025 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 AV at the assigned session; (2) that conference materials are universally accessible, to improve access to the conference for people with disabilities; and (3) Presenters who do not provide conference presentation materials to SOPHE may have their accepted submission removed from the conference program.

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 13, 2024.**

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 28, 2024
- Presentation notifications: December 13, 2024
- Presenter Registration deadline: January 31, 2025
- Presenter materials due: January 31, 2025
- SOPHE's Annual Conference: April 16-18, 2025

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

