

The following provides content guidelines for submitting a Call-for-Posters proposal for the 2026 SHAV Annual Conference being held at the Downtown Richmond Marriott from March 30 – 31, 2026. If you have any questions, please contact Emily Bromer, SHAV's Vice President for Professional Development, at shav_vpprofdev@shav.org or Johanna Klein, SHAV's Vice President for Event Planning, at shav_vpevents@shav.org.

It is highly recommended that your proposal adhere to the style standards of the American Psychological Association (APA) in its current 7th edition. If your proposal is not entered according to APA 7 style, you may be asked to make revisions or SHAV reserves the right to make edits as needed.

1. Presentation Title (in title case; not to exceed 10 words) a. In title case, major words are capitalized and most minor words are lowercase. Major words include nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more. Minor words include short (i.e., three letters or fewer) conjunctions, short prepositions, and all articles.
2. Instructional Level
 - a. Introductory Level: Intended for professionals with novice experience in the content area. Material presented is based on fundamental principles or concepts that are well known and regularly applied. Often this level of training is intended to be a prerequisite to successive, more difficult topics offered at the Intermediate Level. At times, experienced professionals might be advised to take this training for review or in preparation for more advanced-level training. Introductory level can also be used to describe course content related to new or emerging areas of practice. Content at this level may be relevant to Assistants.
 - b. Intermediate Level: Assumes some familiarity with the basic literature as well as some experience in professional practice within the area covered and targets more experienced professionals. The pace of the training and difficulty of concepts presented require more advanced knowledge and skills than the Introductory Level. Examples used at this level are often based on recent research and case studies that are complex in nature.
 - c. Advanced Level: Assumes the participant already has established experience, knowledge, and skill within the area covered. The focus of courses at this level is on comprehension of findings in the current literature, and the synthesis and application of information presented to advance current clinical and research practices. The pace and level of difficulty of

material presented is commensurate with the needs of a professional with comprehensive knowledge, ability, and experience in the content area.

3. Session Abstract

- a. The session abstract is a brief summary of your session and is what will be published within promotional materials. Please carefully prepare your abstract before submission. SHAV reserves the right to make edits to session abstracts as needed.

4. Topic Track

- a. Audiology
- b. SLP – Adult
- c. SLP – Pediatric
- d. School-based Practice
- e. Professional Issues

5. Proposal Summary (not to exceed 1,000 words)

- a. Your proposal summary will provide call-for-papers reviewers a clear and concise picture of what your presentation intends to convey to participants. The summary should include in-line citations of relevant research literature and must refrain from attempting to persuade participants from purchasing and/or using a specific product, service, piece of equipment, and/or device.
- b. Please ensure that your proposal summary adheres to the following content standards:
 - i. Focusing on the science and/or contemporary practices of audiology, speech-language pathology, and/or speech, language, and hearing science
 - ii. Reflecting best practices in the CSD discipline
 - iii. Disclosing the levels and type(s) of evidence behind any clinical recommendations
 - iv. Presenting a balanced view that informs learners about potential benefits and risks, especially if the content is based solely on expert opinion

6. Learning Outcomes

- a. Learning outcomes are an integral part of the continuing education process. As such, learning outcomes must adhere to the following content standards:
 - i. Inform the participant of what they will be able to do after attending the session
 - ii. Must be written in a measurable and observable manner
 - iii. Assist the participant in determining if the session is appropriate for their level of knowledge and skills

- iv. Avoid vague terms, such as know, understand, list, describe, etc., that are difficult to assess
 - v. Make every attempt to move learning beyond the lower levels of Bloom's Taxonomy
 - vi. Assess a participant's improvements in knowledge, skills, competencies, and/or intent-to-change in their clinical practice
 - b. In addition, learning outcomes must adhere to the following formatting standards:
 - i. Complete the starting phrase, "At the end of this session, participants will be able to..."
 - ii. Begin with one action verb
 - iii. Do not contain ending punctuation (no periods)
7. Special Topics for ASHA Certification Maintenance
- a. Please indicate if your session focuses on ethics/ethical decision making, supervision, and/or diversity, equity, and inclusion (DEI). This will help attendees and conference planners identify those sessions which can be used to meet the 2020 Audiology and Speech-Language Pathology Certification Standards in these areas.
8. Presenter and Non-Presenting Contributors Information
- a. You will need to provide your own contact information as well as the contact information for all others who will be presenting and/or those who are non-presenting contributors
9. Disclosures and Biographies
- a. All presenters and non-presenting contributors are required to complete a disclosure form indicating any financial and/or nonfinancial relationship(s) related to the content of the proposed session as well as provide a biography.
 - b. Please note that if ANY individual indicated in your proposal does not complete a disclosure form that the entire proposal will be administratively withdrawn for consideration.