



APHON 2026 Annual Conference Call for Abstracts Information

The APHON Annual Conference Program Committee invites you to submit an abstract for the

APHON 50th Annual Conference & Exhibit
September 16 – 18, 2026
Renasant Convention Center – Memphis, TN

Abstract Portal Closes February 20 at 11:59 pm ET

Please note that APHON will not host a late-breaking abstract call in 2026.

APHON is an accredited provider of nursing continuing professional development (NCPD) with the American Nurses Credentialing Center (ANCC) and is responsible for developing and evaluating individual educational activities in compliance with current ANCC Accreditation Program criteria. Current ANCC criteria are focused on outcome-based education.

Submission Type Descriptions:

Educational session submissions include:

Pre-Conference Workshops
Concurrent Breakout Sessions (General and APN)
Paper Sessions
Poster Presentations

Note: Keynote, General Sessions, and COG Sessions are by invitation only

Session Category Descriptions:

Pre-Conference Workshop
3.25 hours

Concurrent Breakout Sessions
50 Min, 10 min Q &A

Paper Presentation
20 minutes, including Q&A

Poster Presentation
4'x 7' boards provided by APHON and available for viewing in the exhibit area throughout scheduled Hosted Poster and Exhibit hours. 5-minute oral summary pre-recording required for virtual poster gallery. The conference objective for the poster session is to provide new information that can be applied to pediatric hematology/oncology nursing practice.

Accepted Education Session Abstract Details

Accepted abstracts will be published in the conference program book, app, and on the APHON website. Please note, APHON will use the information as you enter it for all marketing materials. Please make sure you enter all information as you would like to see published. APHON edits accepted entries for minor grammatical errors.

BELOW IS THE INFORMATION BEING COLLECTED ON THE CONCURRENT BREAKOUT SESSION ABSTRACT:

Section 1: Title

Submission titles are case sensitive and must NOT be all lower case and NOT all upper case. (20 max)

Section 2: Concurrent Breakout Session Abstract (500 word max per section)

In 500 words or less, please clearly describe the content of your presentation and indicate possibility of change, how it adds to the current body of work in its areas, or how it contributes to change in education methodology.

***Section 2a: Content Outline (Pre-Conference Workshops Only)

Please provide a brief outline of the content and the amount of time being spent on the topics being presented during the workshop.

Section 3: Learner Engagement Strategies

Teaching that emphasizes active learner engagement helps students process and retain information. Identify 2-4 active learning strategies you intend to include in your presentation for learner engagement:

Examples of active learning strategies include:

- Lecture (*includes using ice breakers, audience response systems, time for questions during the lecture rather than the end, and pairs or small groups to discuss content*)
- Case studies
- Concept mapping
- Debate
- Gamification
- Mock trial
- Return demonstration
- Role play
- Storytelling
- Think-Pair-Share (*discuss a concept with a peer*)
- Problem-based learning (*apply concepts to a real-world problem*)
- Small group discussion and collaboration
- Brainstorming with questions for reflection
- Video: short video to emphasize a point, engage a learner and promote discussion

Section 5: Conference Learning Gaps

What learning gaps from the list of identified conference learning gaps does your presentation address?

Section 6: Learning Outcome

What observable and measurable outcome will learners be able to do as a result of attending your presentation? (See Bloom's Taxonomy of Measurable Verbs)

Example: The learner will be able to (recall/classify/solve/demonstrate)

Section 6: Summary of Evidence

Please provide your summary of evidence using relevant and current references in APA or MLA format. At least one reference must have been published within 5 years.

Paper and Poster Details

Paper Sessions

20-minute conference sessions in which presenters may share the results of their research, clinical practice, quality improvement, and education projects on topics relevant to pediatric hematology/oncology nursing. The overall goal for paper sessions is to:

1. identify original and innovative ideas relevant to pediatric hematology/oncology nursing;
2. discuss the results of the studies or projects and how they can be applied to pediatric hematology/oncology nursing practice.

Poster Presentations

Poster presentations are posters displayed in the virtual poster hall and are accompanied by a 5-minute pre-recorded presentation. Additionally, there is an author-attended poster viewing session for authors who attend the conference in-person. The overall goal for the poster session is to provide new information that can be applied to pediatric hematology/oncology nursing research and/or practice. Prizes (first, second, third, and People's Choice) will be awarded on-site for top-rated posters as determined by a panel of poster judges.

Paper and Poster Requirements

Paper and poster abstracts must reflect completed projects and adhere to the abstract requirements.

Abstracts for projects that are in-progress and not complete or do not meet requirements (e.g., over 300 words, missing content) will be administratively rejected and not considered. If you are unsure if your project is completed, please complete our *Resource: Abstract Readiness Assessment* on the log-in page

Paper and poster abstracts must be 300 words or less.

The abstract must be written as a narrative (do not use bullets) and include information corresponding to sections 2, 3, 4, and 5 below.

Do not include references for paper and poster abstracts.

****Please indicate whether your content is research, quality improvement, or practice/education program based.***

Section 1: Title

Submission titles are case sensitive and must NOT be all lower case and NOT all upper case (20 words max).

Section 2: Basis of inquiry

Identify the problem, available knowledge, and rationale for chosen direction or approach.

Section 3: Purpose/Objectives

Research: State the purpose or research question and hypothesis(es) of the project (if applicable).

Quality improvement: State the purpose or objective of the project.

Practice or education program evaluation: State the purpose or objective of the project.

Section 4: Methods

Research study: Describe the project design, conceptual or theoretical model (if applicable), sample, setting, measurement, and analytic strategies.

Quality improvement: Describe the implementation model (if applicable), sample, setting, measures, intervention, study of the intervention (e.g., assessing impact on outcomes), and analytic strategies.

Practice/education evaluation project: Describe the implementation model (if applicable), intervention (materials/tools/program), target audience, setting, measures, and study of the intervention (e.g., assessing impact on outcomes), and evaluation strategies.

Section 5: Findings or Outcomes

State the results/findings of your project and implications for pediatric hematology/oncology nursing. The results/findings must include quantitative or qualitative data and should align with the project's purpose or objectives, reflect the analytic methods or evaluation strategies, and correspond with the project's outcomes.

Section 6: Conference Learning Gaps

What learning gaps from the list of identified conference learning gaps does your presentation address?

Section 7: Learning Outcome

What observable and measurable outcome will learners be able to do as a result of attending your presentation?

([See Bloom's Taxonomy of Measurable Verbs](#))

Example: The learner will be able to (recall/classify/solve/demonstrate).....

The learning outcomes for the 2026 Annual Conference are the following:

Learning Outcome 1:

The learner will be able to incorporate or identify strategies essential for managing the challenges facing pediatric hematology/oncology nurses and the patients we serve.

Learning Outcome 2:

The learner will demonstrate increased knowledge related to the care of children, adolescents, and young adults with hematologic or oncologic disorders while implementing self-care strategies.

Learning Gaps

A “learning or professional practice gap” is the term used to describe a learner’s deficiencies and educational needs, which if eliminated results in improvements in knowledge, skills, and/or practice that can potentially improve health outcomes. Gaps may be defined as the difference between “the way things are” (current state) and “the way they should be” (desired/achievable state).

This conference is designed to address the following identified learning gaps:

<u>Oncology</u>
Solid Tumor
Hematologic malignancies (leukemia, lymphoma)
CNS tumors
Oncologic complications/emergencies
Histiocytic disorders (LCH and HLH)
End of therapy/Completion of treatment
<u>Cellular Therapies</u>
Hematopoietic stem cell transplant/ BMT
Post-HSCT complications and management (GVHD, SOS, graft rejection)
Stem cell transplant for nonmalignant disorders
Other cellular therapies
CAR-T
Gene therapy/Gene editing
Virus-specific cellular therapy
Access to transplant
<u>Supportive Care/Symptom Management</u>
Pain management
Complementary and integrative therapies
Transfusion therapy/Blood utilization
Infection control/Prophylaxis/CLABSI
Nutritional support
Fertility preservation
Survivorship/Late effects
End of life
Palliative care
New Treatment/Therapies
<u>Adolescent/Young Adult (AYA)</u>
General AYA topics
Developmental considerations
Incorporation of AYA in pediatric programs
Program development
Transition to adult care
<u>Chemotherapy/Biotherapy</u>

Phase 1 and 2 clinical trials

Home Page

You will be able to create and edit your submissions. To get started, click the green link that says, "Click here to begin a new Submission."

Start a New Submission

Enter your submission title, your submission type (Pre-Conference Workshop, Concurrent Breakout Session, Paper Session or Poster Presentation)

Task List

Starting with "Presenter Information/Author" you will need to complete each of these sections to complete your abstract submission. A green checkbox will appear next to each task as it has been completed.

Good to Know: A breadcrumb trail navigation path is available at the top of each page. To return to a previous page, click the link of the page name in the navigation.

Presenter Information/Author

The submitter will need to create a presenter profile for each presenter related to the presentation, including themselves if they plan to present. After a presenter profile has been created, it may be accessed again and updated later.

Each submission is required to have a minimum of 1 presenter with the "First Author Presenting." The submitter will assign this role when they add a presenter.

If the submitter would prefer to have each presenter complete their individual presenter profile, click on the blue bubble to send an auto-generated email. After all information has been completed in the presenter profile, a green check mark will appear next to the presenter's name on the "Presenter Information" page.

Good to Know: The submitter will be responsible for following up with all presenters to make sure they have completed all requested information in their presenter profile.

Conflict of Interest and Financial Disclosures

Each presenter and author are required to submit a conflict-of-interest disclosure. The submitter can access each author's form by clicking on their name.

If the submitter would prefer to have each presenter complete their individual disclosure, click on the blue bubble to send an auto-generated email. After all information has been completed, a green checkmark will appear next to the presenter's name on the "Conflict of Interest and Financial Disclosures" page.

Good to Know: The submitter will be responsible for following up with all presenters to make sure they have completed all requested disclosure information.