

This document was created as a technical assistance and capacity building tool as part of the MCH Nutrition Leadership Training Program, Western MCH Nutrition Leadership Network, Childhood Obesity Prevention Enhancement Grant (2018-2019)

This document is provided as supplemental information for the Western MCH Nutrition Leadership Network (NLN) meeting, April 9th and 10th, 2020 in Phoenix, AZ

I+PSE APPROACHES TO CHILDHOOD OBESITY PREVENTION IN RURAL COMMUNITIES

Team Capacity Building & Action Planning
Workbook



MCH Nutrition Leadership Training Program
& Western MCH Nutrition Leadership Network
UCLA Fielding School of Public Health

Revised November 2019

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MCH Nutrition Leadership Training Program & Western MCH Nutrition Leadership Network (NLN) Training and Technical Assistance Opportunity for Childhood Obesity Prevention

I + PSE Approaches to Childhood Obesity Prevention in Rural Communities
Team Capacity Building & Action Planning

Part 1. Introduction to I+PSE

Goal

To empower MCH nutrition leadership teams in four (4) Western states/regions to activate broad partnerships and launch comprehensive childhood obesity strategies using the I+PSE Conceptual Framework for Action. Strategies are tailored to Tribal, American Indian/Alaskan Native (AI/AN), and rural communities.

Project Description

The 13-state Western Maternal and Child Health (MCH) Nutrition Partners and Nutrition Leadership Network (NLN) - cover more rural communities and have a higher density of American Indian/Alaskan Native (AI/AN) populations than any other region in the country. Rural areas and AI/AN populations are disproportionately affected by health disparities, including obesity. This “wicked problem” uniquely positions the Western MCH Nutrition Partners and NLN to address innovative and effective approaches to combatting childhood obesity. The I + PSE Approaches to Childhood Obesity Prevention in Rural Communities Project will enable MCH nutrition leadership teams in four Western states to activate broad partnerships and launch comprehensive childhood obesity prevention strategies using the I+PSE conceptual framework for action. The project is a response to a recent needs assessment of state MCH nutrition leaders and an NLN training workshop introducing the I+PSE conceptual framework for action. The project will leverage existing professional development modules and tailored technical assistance to guide states in developing robust childhood obesity prevention strategic plans. The outcomes of this 12-month project will offer opportunities for scale and spread of best practices throughout the Western Region and inform the science and practice of applying the I+PSE conceptual framework for action to childhood obesity prevention initiatives in rural and AI/AN communities.

Project Goal

Provide I+PSE training and technical assistance for four teams among the 13 western states that the NLN covers. MCH nutrition teams will develop comprehensive, yet tailored, action plans to address issues related to childhood obesity plans for 1 or more of their rural and/or AI/AN communities.

Project Objectives

The aim of the MCH Nutrition Leadership Training Program & Western MCH Nutrition Leadership Network (NLN) Training and Technical Assistance Opportunity for Childhood Obesity Prevention are to:

1. Provide a co-learning and co-discovery opportunity (community of practice) for four Western Maternal and Child Health Nutrition Partners NLN teams focused on the application of the I+PSE Conceptual Framework for Action to childhood obesity prevention initiatives in rural areas.
2. Facilitate nutrition teams' completion of the five University of Minnesota Cooperative Extension's *System Approaches for Healthy Communities* online modules and related activities (months 3 – 10).
3. Provide one "Community of Practice" group call per month that discusses key concepts and supported by an exercise for teams to apply concepts to their action plans.
4. Offer monthly opportunities to each team (4) for tailored technical assistance, problem solving, and action plan development (months 3 – 10).
5. Support teams' development of action plans ready for execution and partner(s) letter of support (months 6 – 10).

Team Time Commitment

Each team should plan a minimum of three (3) hours per month for the following activities:



Online Training Modules

Teams will be provided free access to the University of Minnesota (UMN) Cooperative Extension's *System Approaches for Healthy Communities* online training modules. The modules can be accessed at <https://extension.umn.edu/nutrition-education/systems-approaches-healthy-communities>. Log-in information will be provided to teams in a separate communication.

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EXTENSION

z.umn.edu/systemsapproaches

PROGRAM SUMMARY

Systems Approaches for Healthy Communities

The purpose of the Systems Approaches for Healthy Communities program is to effectively promote the integration of policy, systems, and environmental (PSE) interventions with educational strategies. This web-based, professional development program is designed for organizations whose work focuses on health promotion. Using the Social-Ecological Model and other frameworks, the program helps community-based health promotion staff understand and act on the many factors that influence whether individuals can easily make healthy choices.

PROGRAM COMPONENTS








ONLINE MODULES AND TOOLKIT

Five online modules are the primary source of content for the program. Modules average about 60 minutes each, with material presented through activities, examples, stories, reflection questions, and interactive exercises. Online content can be completed individually or in groups, and is intended to be conducted over a flexible timeframe of approximately 10 to 12 weeks. Including the coaching process, the program provides eight hours of professional development per participant. *For learning objectives of online modules and information about the toolkit, see page 2.*

Community of Practice

In addition to the aims stated previously, this capacity building and action planning experience will bring together groups of people – as a team and as a cohort - who share a concern, a set of problems, or a passion about a topic.¹ Referred to as a Community of Practice (CoP), teams will deepen their knowledge and expertise in the area of childhood obesity prevention approaches using a the I+PSE Conceptual Model for Action by engaging in monthly discussions, sharing information and advice, and problem solving. In *Cultivating Communities of Practice*, the authors describe communities of practice as the following:

“These people don’t necessarily work together every day, but they meet because they find value in their interactions. As they spend time together, they typically share information, insight and advice. They help each other solve problems. They discuss their situations, their aspirations, and their needs. They ponder common issues, explore ideas, and act as sounding boards. They may create tools, standards, generic designs, manuals and other documents – or they may simply develop a tacit understanding that they share. However, they accumulate knowledge, they become informally bound by the value that they find in learning together. This value is not merely instrumental for their work. It also accrues in the personal satisfaction of knowing colleagues who understand each other’s perspectives and of belonging to an interesting group of people. Over time, they develop a unique perspective on their topic as well as a body of common knowledge, practices, and approaches. They also develop personal relationships and established ways of interacting. They may even develop a sense of identity. They become a community of practice.”²

Timeline & Activities

Teams will meet monthly for Community of Practice (CoP) calls and optional individual team technical assistance calls. Zoom will be the communication platform used for the CoP group calls and individual calls. Calendar request and call-in information will be provided to all teams. Each module will be accompanied by group discussion questions and worksheets to translate the concepts to action (see Part 2). Action items will be identified at the end of each CoP calls. The timeline and objectives (i.e., syllabus) are in the table below.

Month	Objectives
October 2018	Orientation <ul style="list-style-type: none"> • Complete orientation for four (4) participant teams • Establish schedule
November 2018	Module 1 <ul style="list-style-type: none"> • Explain how systems impact whether making healthy choices is easy or difficult.

¹ Wenger W, McDermott R, Snyder W. *Cultivating Communities of Practice*. 2002. Boston, MA; Harvard Business School.

² *Ibid*

Month	Objectives
	<ul style="list-style-type: none"> • Apply definitions of policy, systems, and environmental change as part of a common language for public health approaches to prevention. • Describe how multi-level approaches to health promotion can have a greater impact on health outcomes than direct education alone.
December 2018	Module 2 <ul style="list-style-type: none"> • Identify approaches or interventions to take at each level of the Spectrum of Prevention • Recognize which level on the Spectrum of Prevention a given approach or intervention represents • Describe the importance of integrating both direct education and PSE interventions
January 2019	Module 3 <ul style="list-style-type: none"> • Identify the role of community engagement in systems approaches to health promotion • Describe basic principles for community engagement and working in partnerships • Recognize varying levels of community participation and identify appropriate strategies at each level • Differentiate between outreach and engagement
February 2019	Module 4 <ul style="list-style-type: none"> • Describe the purpose and role of community assessment in PSE approaches to health promotion • Explain why learning about your community is an ongoing process that increases the effectiveness of your work • Develop questions and identify assessment tools that relate to health promotion
March 2019	Module 5 <ul style="list-style-type: none"> • Explain that implementing PSE approaches requires ongoing learning, reflection, and practice • Locate resources in the Systems Approaches Toolkit that can be used to communicate about systems approaches in communities • Locate resources in the Systems Approaches Toolkit that can be used to build community development and leadership skills • Set specific goals for implementing PSE approaches
April 2019	Team Action Plan Development <ul style="list-style-type: none"> • Transfer information from applications and worksheets to action plan template • Teams secure letters of support from partners
May 2019	Team Action Plan Development <ul style="list-style-type: none"> • Transfer information from applications and worksheets to action plan template • Teams secure letters of support from partners • Teams submit action plans to project leadership by May 31, 2019.
June 2019	Action Plan Review and Revision <ul style="list-style-type: none"> • Project leadership reviews plans and provides feedback to teams • Project leadership completes final report by June 30, 2019

Month	Objectives
July 2019	Action Plan Review and Revision <ul style="list-style-type: none"> Project leadership reviews plans and provides feedback to teams Teams revise and finalize action plans and letters of support
August 2019	Action Plan Presentations <ul style="list-style-type: none"> Teams present final action plans during CoP group call Team feedback and technical assistance needs
September 2019	Final Evaluation <ul style="list-style-type: none"> Capacity building and technical assistance

Project Leadership Roles

- Dena Herman:** Principal Investigator of the main training grant award and this enhancement, will provide oversight of project goals and objectives, coordinate information exchange with UMN PSE training provider, and manage the budget. Bio available at <https://chs.ph.ucla.edu/faculty/dena-herman>, <https://academics.csun.edu/faculty/dena.herman>.
- Leslie Cunningham-Sabo:** CSU academic partner and Project Coordinator, will facilitate adherence to project timeline, provide direct communication with teams, lead evaluation efforts, and oversee trainee involvement. Bio available at <http://www.fshn.chhs.colostate.edu/faculty-staff/cunningham-sabo.aspx>
- Angie Tagtow:** PSE Consultant, will coordinate and facilitate professional development and technical assistance to teams for CoP group calls and those tailored to individual states and inform the application process and development of the quality plan review tool. Bio available at <https://www.linkedin.com/in/angie-tagtow/>

I+PSE Conceptual Framework for Action

Solutions are urgently needed to prevent obesity, particularly among populations who are most vulnerable. However, despite increased efforts to prevent and treat obesity among both children and adults, few strategies have proven successful in the long-term, or at the population level, and no country has yet successfully reversed their obesity epidemic. Intensive, individual-level approaches can produce substantial weight loss, but recidivism rates are extremely high.

Therefore, efforts to change individual knowledge and practices have limited success unless there are *policies, systems, and environments (PSE)* that support healthy behaviors.³ Traditionally, public health initiatives have focused on individual behavior change grounded in evidence-based individual behavior change theories (Figure 1). However, healthy eating and active living (HEAL) initiatives that focus on behavior change and broader system changes realize greater impact through multidimensional programming.

Public health nutrition practitioners recognize that in order to meet the new public health challenges, specifically the rising rates of diet-related chronic diseases, transformations in infrastructure and operations are needed. This includes the integration of policy, system, and environmental approaches into direct service delivery models establishing complimentary and a continuum of approaches garners greater reach, higher dose response, long-term outcomes, and is more sustainable.^{4,5} PSE approaches are now required for USDA-funded food assistance and nutrition education state plans, most notably SNAP-Ed and EFNEP.

Obesity and obesity prevention initiatives are complex and there is emerging evidence that supports the role of systems approaches in HEAL initiatives (see bibliography). Systems science is a transdisciplinary study of the interactions and the degree of those interactions, among components. This includes identifying the intended and unintended consequences of those interactions. Systems science also applies theories and models from various sciences (biological, social, economic, environmental) to analyze and solve problems which allows practitioners to formulate multidimensional approaches to effectively solve problems and avoid negative consequences. System change theories and conceptual frameworks form the foundation for

Figure 1. Individual Behavior Change Theories

- Health Belief Model
- Health Promotion Model
- Integrated Theory of Health Behavior Change
- Self-Regulation Model
- Social Cognitive Theory
- Theory of Planned Behavior
- Theory of Reasoned Action
- Transtheoretical Model (Stages of Change)

³ Frieden TR. A framework for public health action: the health impact pyramid. *Am J Public Health*. 2010;100(4):590-595.

⁴ Honeycutt S, et al. Evaluating policy, systems, and environmental change interventions: Lessons learned from CDC's Prevention Research Centers. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*. 2015;12(E174):1-11.

⁵ Leeman J, Meyers AE, Ribisl KM, Ammerman AS. Disseminating policy and environmental change interventions: insights from obesity prevention and tobacco control. *Int J Behav Med*. 2015;22(3):301-311.

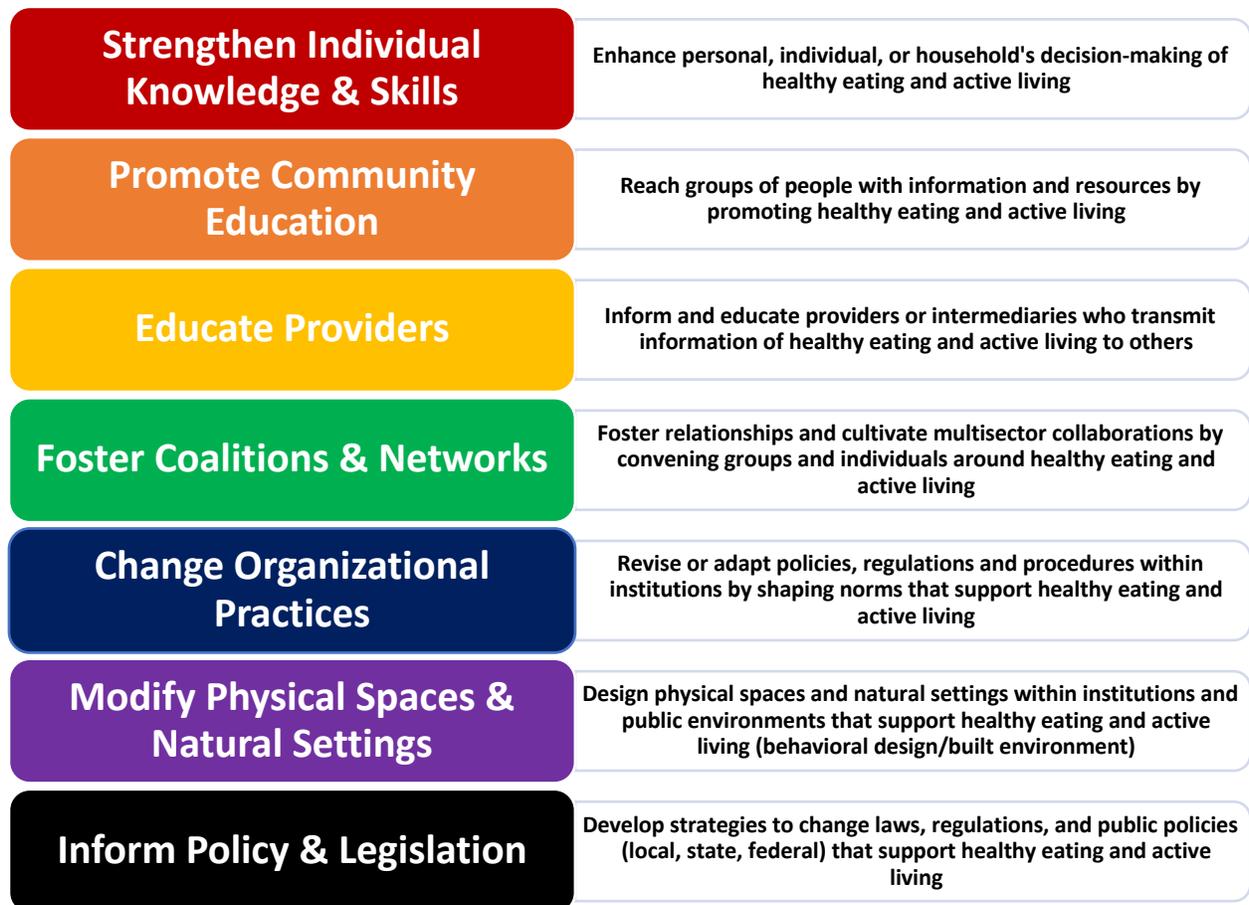
systems thinking and systems practice. Examples of system change frameworks include the Culture of Health Framework, Diffusion of Innovation Theory, Life Course Theory, Organizational Change Model, Social Determinants of Health, and the Social-Ecological Model. Benefits of these frameworks are their complimentary nature to individual behavior change theories and their increased focus on community and population health.

Individual, policy, system, and environmental (I+PSE) change strategies are defined as the following:

- **Individual change** may include direct services, specifically evidence-based interventions designed for individuals and families that support increased knowledge and positive behaviors.
- **Policy change** may occur at organization, community, and/or public policy levels, including modifications to procedures or organizational practices, creation of laws, ordinances, resolutions, mandates, regulations, or rules.
- **System change** results from adjustments to the infrastructure and/or operations that impacts all elements of an organization, institution, or framework. System change may also be result from combined effects of individual, policy, and environmental change.
- **Environmental change** is the result of modifications to built or natural settings, including physical spaces within organizations, institutions, or public areas. This may also include changes to ecological resources, landscapes, and ecosystems that impact soil, water, climate, biodiversity, and energy.

The *I+PSE Conceptual Framework for Action* (Figure 2) can be used to guide HEAL strategies that strengthen individual knowledge and skills; promote community education; educate providers; foster coalitions and networks; change organizational practices; modify physical spaces and natural settings; and inform policy and legislation.

Figure 2. Application of the Individual + Policy, System, and Environmental (I+PSE) Conceptual Framework for Action and to Healthy Eating Active Living Initiatives⁶



⁶ Tagtow A. Transforming Service Delivery Models for Today's Public Health. Keynote presentation at the Western MCH Nutrition Leadership Network Annual Meeting. Redondo Beach, CA. April 5, 2018.

PSE Resources

The following resources are examples of the many PSE materials available for public health and nutrition professionals (November 2019).

- American Cancer Society and Comprehensive Cancer Control – PSE Change Resource Guide - https://smhs.gwu.edu/cancercontroptap/sites/cancercontroptap/files/PSE_Resource_Guide_FINAL_05.15.15.pdf
- American Planning Association Plan4Health – Policy, Systems, and Environmental Change Strategies - <http://plan4health.us/policy-systems-and-environmental-change-strategies/>
- Association of State Public Health Nutritionists - Incorporating Nutrition into the Title V MCH Services Block Grant National Performance Measures - <https://asphn.org/wp-content/uploads/2017/10/Incorporating-Nutrition-in-the-Title-V-MCH-Services-Block-Grant-National-Performance-Measures.pdf>
- Association of State Public Health Nutritionists - Policy, Systems and Environmental Changes - <https://publichealthnutrition.org/policy-systems-environmental-change/>
- California Department of Public Health – Champions for Change. A Collection of Resources that Support Policy, Systems & Environmental Change for Obesity Prevention https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/CDPH%20Document%20Library/PPPDS_PSE_ResourceGuide.pdf
- CDC Evaluating Policy, Systems, and Environmental Change Interventions: Lessons Learned From Prevention Research Centers - https://www.cdc.gov/pcd/issues/2015/15_0281.htm
- ChangeLab Solutions – PSE 101 Webinar: Building Healthier Communities. Understanding Policy, Systems and Environmental Change - <https://www.changelabsolutions.org/product/pse-101-webinar-building-healthier-communities>
- Convergence Partnership – The Art and Science of Evaluation: Sound Methods for Assessing Policy and Environmental Change - <https://convergencepartnership.org/find-resources/the-art-and-science-of-evaluation>
- Cornell University - PSE Training: Making the Healthy Choice the Easy Choice - <https://fnec.cornell.edu/about-us/professional-development/pse-training/>
- Great Plains Tribal Chairmen’s Health Board – Policy, Systems and Environmental Change - <https://health.gptchb.org/policy-systems-and-environmental-change/>
- Prevention Institute – The Spectrum of Prevention - <https://www.preventioninstitute.org/tools/spectrum-prevention-0>
- Prevention Institute – A System of Prevention. Achieving Health, Safety, and Wellbeing for All - <https://www.preventioninstitute.org/projects/advancing-system-prevention-achieve-health-equity>
- Rural Health Initiative Hub – Policy, Systems, and Environmental Change - <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/strategies/policy-systems-environmental>
- USDA FNS and NIFA. Creating Healthy Local Places - <https://psechange.org/>
- USDA NIFA. Regional Nutrition Education and Obesity Prevention Centers of Excellence. Policy, Systems and Environmental Change Center 2015-2018 Executive Summary - <https://nifa.usda.gov/sites/default/files/resource/PSE-RNECE-Executive-Summary-2-28-2019.pdf>
- USDA SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States <https://snaped.fns.usda.gov/library/materials/snap-ed-strategies-interventions-obesity-prevention-toolkit-states>

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This list includes recent articles that address policy, system, and environmental changes in obesity and chronic disease prevention, breastfeeding, healthy eating, and active living.

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Part 2. I+PSE Team Workbook

Team Capacity Building & Action Planning

Team Name:	<i>Insert from application</i>
Project Title:	<i>Insert from application</i>
Abstract:	<i>Insert from application</i>
Team Members:	<i>Insert from application</i>

Orientation

Objectives

- Complete orientation for four (4) participant teams
- Schedule CoP group calls and individual team calls

CoP Discussion

- Team introductions and provide an overview of team projects
- Overview of Childhood Obesity Prevention Enhancement Technical Assistance project and training process
- Review timeline
- Overview of University of Minnesota Systems Approaches for Healthy Communities Modules
 - Registration instructions
 - Access to additional licenses
 - Workbook is intended to serve as the crosswalk between the online modules and the I+PSE Conceptual Framework for Action
- Action plan development is an iterative process in which teams build their action plans throughout the project period using a modified logic model
- Co-learning and co-discovery experience emphasizing a team approach to capacity building and completing the modules together
 - Extend invitations for others to join the team
- Q&A
 - What are the teams' expectations and what can be done to best meet their needs?

Action Items

- ✓ Schedule monthly CoP group video conference calls
- ✓ Schedule monthly individual team video conference calls
- ✓ Complete registration on UMN training site
 - View course demo and welcome and introduction videos
 - Complete pre-survey
- ✓ Complete Module 1 by next call

Module 1 – Frameworks for Healthy Communities

Objectives

- Explain how systems impact whether making healthy choices is easy or difficult.
- Apply definitions of policy, systems, and environmental change as part of a common language for public health approaches to prevention.
- Describe how multi-level approaches to health promotion can have a greater impact on health outcomes than direct education alone.

CoP Discussion

- Describe your organizational assets to support your work.
 - What is the extent of readiness of your organization to support PSE aims?
- Describe your community assets that can support this work.
 - Are there unique attributes or challenges with rural communities?
- Are there existing Communities of Practice at work? If yes, how do you tap into them? If no, how could you get one established?

Activity

- Worksheet – Organizational and Community Assets

Action Items

- ✓ Complete Organizational and Community Assets worksheet
- ✓ Complete Module 2 by next call

Worksheet 1 – Organizational & Community Assets

Q. What are the organizational and community assets* that currently support your project?

Organization	Community

Q. What are the organizational and community assets* you wish were available to support your project?

Organization	Community

* *Assets may refer to awareness, knowledge, attitude, leadership, resources, staff, volunteers, organizational policies, readiness, capacity, support, training and education, vision, passion, values, innovation, etc.*

Module 2 – Taking a Systems Approach

Objectives

- Identify approaches or interventions to take at each level (tier) of the Spectrum of Prevention.
- Recognize which level on the Spectrum of Prevention a given approach or intervention represents.
- Describe the importance of integrating both direct education and PSE interventions.

CoP Discussion

- Introduction to the I+PSE Conceptual Framework
- Describe the adaptations made to the Spectrum of Prevention
 - Order
 - Environmental Change – Modify Physical Spaces
 - Public policy and legislation
- Examples of how the I+PSE Conceptual Framework for Action can be applied to healthy eating and physical activity initiatives (see handout)
- Describe how the I+PSE Conceptual Framework for Action can be adapted to your project
- Map your current activities on the I+PSE Conceptual Framework. Are there gaps? If yes, could activities be added to fill those gaps?

Activity

- Worksheet – Current Activities and I+PSE Conceptual Framework for Action

Action Items

- ✓ Complete Current & Expanded Activities worksheet
- ✓ Complete Module 3 by next call

Worksheet 2 – Current and Expanded Activities

Q: In what levels or tier(s) do your current project activities fall within the I+PSE Conceptual Framework for Action?

Q: What gaps do you have in your framework?

Q: What activities could be added to fill the gaps?

I + PSE Framework	Current Activities	Expanded Activities
<p>Strengthen Individual Knowledge & Skill</p> <p><i>Strengthen personal, individual, or household's decision-making of healthy eating and active living</i></p>		
<p>Promote Community Education</p> <p><i>Reach groups of people with information and resources by promoting healthy eating and active living</i></p>		
<p>Educate Providers</p> <p><i>Inform and educate providers or intermediaries who transmit information about of healthy eating and active living to others</i></p>		
<p>Foster Coalitions & Networks</p> <p><i>Foster relationships and cultivate multisector collaborations by convening individuals and groups around healthy eating and active living</i></p>		
<p>Change Organizational Practices</p> <p><i>Revise or adapt policies, regulations, and procedures within institutions that support healthy eating and active living</i></p>		

I + PSE Framework	Current Activities	Expanded Activities
<p>Modify Physical Spaces & Natural Settings</p> <p><i>Design physical spaces and natural settings within institutions or public environments that support healthy eating and active living (behavioral design/built environment)</i></p>		
<p>Inform Policy & Legislation</p> <p><i>Develop strategies to change laws, regulations, and public policies (local, state, federal) that support healthy eating and active living</i></p>		

Handout - Example Strategies to Combat Childhood Obesity Using the I+PSE Conceptual Framework for Action⁷

I + PSE Framework	Description	Example Strategies
Strengthen Individual Knowledge & Skill	Strengthen personal, individual, or household's decision-making of healthy eating and active living	<p>Personal/Professional:</p> <ul style="list-style-type: none"> ✓ Assess knowledge and skills on childhood obesity, food systems, I+PSE strategies ✓ Establish a CPE plan and complete CPEs ✓ Network ✓ Apply new knowledge and skills <p>Individual/Household:</p> <ul style="list-style-type: none"> ✓ Use MyPlate resources for nutrition education ✓ Provide incentives for healthy eating ✓ Assess household access to healthy food ✓ Offer healthy cooking classes ✓ Refer clients to food and nutrition assistance programs ✓ Offer grocery shopping tours ✓ Provide food preparation equipment to low-income households
Promote Community Education	Reach groups of people with information and resources by promoting healthy eating and active living	<ul style="list-style-type: none"> ✓ Conduct community needs assessment to identify gaps in nutrition education and physical activity opportunities ✓ Engage the nutrition community to promote consistent messages around healthy eating and physical activity (i.e., boys' and girls' clubs, YMCA/YWCA, summer camps, fitness centers) ✓ Partner with community groups, civic organizations, and/or food retail on social marketing campaigns ✓ Collaborate with planners and engineers to assess walkability of neighborhoods ✓ Leverage local media to promote healthy eating and active living messages
Educate Providers	Inform and educate providers or intermediaries who transmit information about of healthy eating and active living to others	<ul style="list-style-type: none"> ✓ Conduct nutrition trainings for teachers, HeadStart, and childcare providers on the importance of early childhood nutrition and on engaging kids in nutrition activities ✓ Equip (pediatric) health systems with nutrition education and physical activity information ✓ Offer nutrition CMEs/CPEs for health care professionals ✓ Inform community leaders of health, social, and economic benefits of healthy eating and active living

⁷ Tagtow, A. Western Region Maternal and Child Health Nutrition Leadership Network Annual Meeting. Going Bold! Expanding Strategies to Combat Childhood Obesity Presentation. April 5, 2018, Redondo Beach, CA.

I + PSE Framework	Description	Example Strategies
		<ul style="list-style-type: none"> ✓ Identify opportunities for intermediaries to educate others (4-H, FFA, coaches) ✓ Share experiences and outcomes with peers ✓ Write articles and publish findings in peer-reviewed publications
Foster Coalitions & Networks	Foster relationships and cultivate multisector collaborations by convening individuals and groups around healthy eating and active living	<ul style="list-style-type: none"> ✓ Strengthen existing partnerships and identify new partnerships (Examples: WIC, R&Rs/CACFP, SNAP-Ed, HeadStart, food policy councils) ✓ Assess and nourish relationships with partners (e.g., communication, cooperation, coordination, collaboration) ✓ Identify and engage with community leaders (champions) with interest in nutrition and physical activity ✓ Engage private and public sectors to build support ✓ Establish a coalition, council, or commission focused on obesity prevention ✓ Initiate a Community of Practice or Community of Learning (peer-to-peer network) ✓ Join or establish a division, section and/or practice group within professional organizations (e.g., AND, APHA, ASPHN, ASNNA, SNEB)
Change Organizational Practices	Revise or adapt policies, regulations, and procedures within institutions that support healthy eating and active living	<ul style="list-style-type: none"> ✓ Incorporate nutrition standards in procurement policies and concessions ✓ Include a food gardening clause in homeowners' association contract ✓ Specify PSE knowledge and experience in public health position descriptions ✓ Reimburse employees for preventative health activities ✓ Explore the integration of services (WIC, SNAP, Medicaid, etc.) ✓ Assess current organizational practices and procedures (e.g., procurement, contracts, employee handbook) ✓ Establish a school wellness committee ✓ Serve on a school wellness committee to address universal breakfast, after school snacks, open vs closed campuses (closed campus means more school meals consumed which are generally healthier than outside meals), concession options, and mobile vending around school campuses ✓ Provide fruit and vegetable prescriptions to patients or clients ✓ Supply faith-based organizations with messaging, materials, and suggestions for improving the healthfulness of food during functions ✓ Employ nutrition guidelines on food served at conferences, meetings, and events

I + PSE Framework	Description	Example Strategies
		<ul style="list-style-type: none"> ✓ Be an active professional organization member and provide input ✓ Serve on boards, committees, taskforces, councils ✓ Develop and/or update resolutions, curricula, protocol, policy statements ✓ Incorporate nutrition, nutrition education, nutrition services, and/or nutrition policy into professional competencies, standards or performance measures ✓ Promote active transport to schools (e.g., walking school bus) ✓ Eliminate physical activity as discipline in schools
<p>Modify Physical Spaces & Natural Settings</p>	<p>Design physical spaces and natural settings within institutions or public environments that support healthy eating and active living (behavioral design/built environment)</p>	<ul style="list-style-type: none"> ✓ Install adequate food storage and prep spaces in school cafeterias ✓ Retrain school cafeteria staff on healthier food preparation and cooking methods ✓ Connect food retail to the emergency food system to decrease food waste in landfills ✓ Work with municipalities to install sidewalks, curb cuts, and cross walks in neighborhoods ✓ Make water fountains accessible in schools ✓ Establish green and recreational space in new residential developments ✓ Increase availability and affordability of healthy food choices in worksite cafeterias ✓ Eliminate food and beverage advertising in schools ✓ Install and maintain backyard, community, or school gardens ✓ Increase water access in schools ✓ Establish joint use agreements between schools and communities for gym/recreational space ✓ Redesign/refresh school playgrounds and incorporate gardens or edible landscapes ✓ Establish optimal school physical activity facilities ✓ Provide vending or concessions with healthy options ✓ Identify neighborhoods with low-walkability options and develop a proposal ✓ Assess public transportation options in low-income neighborhoods ✓ Establish a farmers' market in a health clinic or hospital parking lot
		<p>Organizational & Community (may overlap with Change in Organizational Practices)</p> <ul style="list-style-type: none"> ✓ Set nutrition standards, such as the <i>Dietary Guidelines for Americans</i>, for food provided through emergency food assistance programs

I + PSE Framework	Description	Example Strategies
Inform Policy & Legislation	Develop strategies to change laws, regulations, and public policies (local, state, federal) that support healthy eating and active living	<ul style="list-style-type: none"> ✓ Include nutrition standards in procurement policies and concessions ✓ Increase shelf-space for healthy foods ✓ Reformulate products to reduce unhealthy ingredients in foods and beverages ✓ Include a gardening clause in homeowners' association contract ✓ Submit a resolution on healthy foods served at conferences <p>Public Policy (local, regional, state, Federal)</p> <ul style="list-style-type: none"> ✓ Restrict food and beverage marketing to children in schools ✓ Regulate unhealthy foods in and around schools ✓ Support consumer-friendly nutrition labeling ✓ Invest in food system (i.e., agriculture) infrastructure to produce healthy foods ✓ Provide universal school breakfast across the state ✓ Provide input on State Performance Standards ✓ Incentivize the purchase of healthy foods ✓ Change zoning ordinances to allow fresh produce carts or food trucks near worksites ✓ Provide incentives to healthy food vendors in lower income neighborhoods ✓ Tax unhealthy foods ✓ Provide public comment to regulation proposals ✓ Write a policy brief ✓ Provide testimony at a hearing ✓ Submit written comments ✓ Serve on Federal Advisory Committee ✓ Monitor and engage in Federal annual appropriations and legislation such as the Child Nutrition Act, Farm Bill, Older Americans Act, Bill Emerson Good Samaritan Act, National Nutrition Monitoring and Related Research Act

Module 3 – Engaging with Communities

Objectives

- Identify the role of community engagement in systems approaches to health promotion.
- Describe basic principles for community engagement and working in partnerships.
- Recognize varying levels of community participation and identify appropriate strategies at each level.
- Differentiate between outreach and engagement.

CoP Discussion

- What are the attributes/characteristics of a strong community partnership?
- What are the challenges of building partnerships in rural communities?
- Provide examples of traditional and non-traditional partners in your work.
- Describe the contribution of partners and the relationships that need nurturing.

Activity

- Worksheet – Value of Partnerships

Action Items

- ✓ Complete the Value of Partnerships worksheet
- ✓ Complete Module 4 by next call

Worksheet 3 – Value of Relationships

- Q. Based on your current and expanded activities, which partners are instrumental in the success of that activity?
- Q. What is the partner's contribution to the relationship or the extent of their engagement (see model of collaboration below)⁸
- Q. What relationships need nurturing (circle the name of the partner)?

I + PSE Framework	Partners	Engagement (communication, contribution, coordination, cooperation, collaboration)
Strengthen Individual Knowledge & Skill <i>Strengthen personal, individual, or household's decision-making of healthy eating and active living</i>		
Promote Community Education <i>Reach groups of people with information and resources by promoting healthy eating and active living</i>		
Educate Providers <i>Inform and educate providers or intermediaries who transmit information about of healthy eating and active living to others</i>		
Foster Coalitions & Networks <i>Foster relationships and cultivate multisector collaborations by convening individuals and groups around healthy eating and active living</i>		

⁸ University of Wisconsin Cooperative Extension. Evaluating Collaboratives. Reaching the Potential (July 1998). Available at <https://learningstore.uwex.edu/Assets/pdfs/G3658-08.pdf>

I + PSE Framework	Partners	Engagement (communication, contribution, coordination, cooperation, collaboration)
Change Organizational Practices <i>Revise or adapt policies, regulations, and procedures within institutions that support healthy eating and active living</i>		
Modify Physical Spaces & Natural Settings <i>Design physical spaces and natural settings within institutions or public environments that support healthy eating and active living (behavioral design/built environment)</i>		
Inform Policy & Legislation <i>Develop strategies to change laws, regulations, and public policies (local, state, federal) that support healthy eating and active living</i>		

Figure 3. University of Wisconsin Cooperative Extension. Evaluating Collaboratives. Reaching the Potential⁹

<i>Example: Relationships</i>			
<i>Integration</i>	<i>Process</i>	<i>Structure</i>	<i>Purpose</i>
LOW 	Communication	Network, round table	Dialogue and common understanding. Clearinghouse for information. Explore common and conflicting interests.
	Contribution	Support group	Mutual exchanges to support each other's efforts. Build mutual obligation and trust.
	Coordination	Task force, council, alliance	Match and coordinate needs, resources, and activities. Limit duplication of services. Adjust current activities for more efficient and effective results.
	Cooperation	Partnership, consortium, coalition	Link resources to help parties achieve joint goals. Discover shared interests. Build trust by working together.
	HIGH	Collaboration	Collaborative

⁹ University of Wisconsin Cooperative Extension. Evaluating Collaboratives. Reaching the Potential (July 1998). Available at <https://learningstore.uwex.edu/Assets/pdfs/G3658-08.pdf>

Module 4 – Knowing Your Community

Objectives

- Describe the purpose and role of community assessment in PSE approaches to health promotion.
- Explain why learning about your community is an ongoing process that increases the effectiveness of your work.
- Develop questions and identify assessment tools that relate to health promotion.

CoP Discussion

- How well do you know your community?
- What community health assessment(s) and plan(s) exist for your community (don't recreate the wheel)?
 - What information can inform your work?
 - What are the gaps?
- How does your project support or align with your community health needs assessment and health improvement plan(s)?
- How do you measure PSE impact?

Activity

- Worksheet – The Picture of Success

Action Items

- ✓ Complete The Picture of Success worksheet
- ✓ Complete Module 5 by next call

Worksheet 4 – The Picture of Success

- Q: Based on your current and expanded activities (see Worksheet #2), what would success look like (short-term vs long-term)?
- Q: How can that success be measured and shared with others (i.e., data, testimonials, report, infographic, resources, funding, before/after, plans, procedures, etc.)

I + PSE Framework	What does success look like?	How can success be measured and shared?
Strengthen Individual Knowledge & Skill <i>Strengthen personal, individual, or household's decision-making of healthy eating and active living</i>		
Promote Community Education <i>Reach groups of people with information and resources by promoting healthy eating and active living</i>		
Educate Providers <i>Inform and educate providers or intermediaries who transmit information about of healthy eating and active living to others</i>		
Foster Coalitions & Networks <i>Foster relationships and cultivate multisector collaborations by convening individuals and groups around healthy eating and active living</i>		
Change Organizational Practices <i>Revise or adapt policies, regulations, and procedures within institutions that support healthy eating and active living</i>		

I + PSE Framework	What does success look like?	How can success be measured and shared?
<p>Modify Physical Spaces & Natural Settings</p> <p><i>Design physical spaces and natural settings within institutions or public environments that support healthy eating and active living (behavioral design/built environment)</i></p>		
<p>Inform Policy & Legislation</p> <p><i>Develop strategies to change laws, regulations, and public policies (local, state, federal) that support healthy eating and active living</i></p>		

Module 5 – Putting it All Together

Module 5

- Explain that implementing PSE approaches requires ongoing learning, reflection, and practice.
- Locate resources in the Systems Approaches Toolkit that can be used to communicate about systems approaches in communities.
- Locate resources in the Systems Approaches Toolkit that can be used to build community development and leadership skills.
- Set specific goals for implementing PSE approaches

CoP Discussion

- When “Putting it All Together,” are there gaps or additional information that may add clarity or detail that would be beneficial?
 - How will you put your plan to action? What are the next steps?
 - How will you communicate your plan to others?
 - Who else needs to be at the table?
 - How will you
 - What additional resources to you need?
 - How will your team sustain the action?
- What new technical assistance needs has your team identified?
 - Communication, leadership, building coalitions and networks
 - Project management, delegation, meeting deadlines
 - Community of practice, train-the-trainer, coaching
 - Leveraging resources, community assets, gaining buy-in and commitment
 - Other

Activity

- Action Plan – Putting the Pieces Together

Action Items

- ✓ Draft and review Action Plan
- ✓ Solicit Letter(s) of Support from Partner(s)

Worksheet 5 - Action Plan: Putting the Pieces Together

Team Name:	
Project Title:	
Team Members:	
Background:	<i>Insert narrative from application, include information on organization and community assets worksheet</i>
Population/Audience Description:	<i>Insert from application</i>
Project Goal(s):	<i>Insert from application</i>
Project Objectives	<i>Insert from application</i>

I+PSE Conceptual Framework for Action Logic Model¹⁰

I + PSE Framework	Activities	Partners Engaged	Inputs	Outputs	Short-term Outcomes	Success (Mid- and Long-term Outcomes)	Measurements & How Shared
Strengthen Individual Knowledge & Skill <i>Strengthen personal, individual, or household's decision-making of healthy eating and active living</i>	<i>Insert from Current and Expanded Activities Worksheet</i>	<i>Insert from Value of Relationships Worksheet</i>	<i>May include organizational and community assets, resources such as funding, staff, materials, partner contributions, etc.</i>	<i>May include products of activities</i>	<i>May include immediate effects within weeks or months</i>	<i>Insert from The Picture of Success Worksheet (first column)</i>	<i>Insert from The Picture of Success Worksheet (second column)</i>
Promote Community Education <i>Reach groups of people with information and resources by promoting healthy eating and active living</i>							
Educate Providers <i>Inform and educate providers or</i>							

¹⁰ The logic model may be tailored to meet the teams planning and implementation needs. Descriptions of the components of a logic model may be accessed at <https://www.cdc.gov/std/program/pupestd/components%20of%20a%20logic%20model.pdf>

I + PSE Framework	Activities	Partners Engaged	Inputs	Outputs	Short-term Outcomes	Success (Mid- and Long-term Outcomes)	Measurements & How Shared
<i>intermediaries who transmit information about of healthy eating and active living to others</i>							
Foster Coalitions & Networks <i>Foster relationships and cultivate multisector collaborations by convening individuals and groups around healthy eating and active living</i>							
Change Organizational Practices <i>Revise or adapt policies, regulations, and procedures within institutions that support healthy eating and active living</i>							

I + PSE Framework	Activities	Partners Engaged	Inputs	Outputs	Short-term Outcomes	Success (Mid- and Long-term Outcomes)	Measurements & How Shared
<p>Modify Physical Spaces & Natural Settings</p> <p><i>Design physical spaces and natural settings within institutions or public environments that support healthy eating and active living (behavioral design/built environment)</i></p>							
<p>Inform Policy & Legislation</p> <p><i>Develop strategies to change laws, regulations, and public policies (local, state, federal) that support healthy eating and active living</i></p>							

Notes
