



# Introduction to the I+PSE Conceptual Framework for Action

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Module 1d

A Short Course in Systems Approaches to Healthy Eating & Active Living  
Using the I+PSE Conceptual Framework for Action

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# Objectives & Readings



## At the end of this module, you will be able to:

- Differentiate between policies and environmental change strategies.
- Identify the potential synergistic effect of combined strategy implementation
- Describe the three phases of the I+PSE Conceptual Framework for Action

## Recommended Readings

- Tagtow A, Herman D, Cunningham-Sabo L. Next-Generation Solutions to Address Adaptive Challenges in Dietetics Practice: The I+PSE Conceptual Framework for Action. *J Acad Nutr Diet*. 2022;122(1):15-24. <https://doi.org/10.1016/j.jand.2021.01.018>.
- Reis-Reilly H, Fuller-Sankofa N, Tibbs C. Breastfeeding in the community: Addressing disparities through policy, systems, and environmental changes interventions. *J Human Lactation*. 2018;34(2):262-271.

# What are *Individual* plus PSE (I+PSE) Approaches?

## Individual

**Direct Services** - Evidence-based interventions directed to individuals and families that support increased knowledge and positive behavior change

**Professional Development** - Practitioners identify topics to enhance their knowledge, skills and practices

## Policy

**Organizational & Community Policy** – Changes to or the creation of procedures or organizational practices and the formation of interdisciplinary partnerships and collaborations

**Public Policy** - Changes to or creation of laws, ordinances, resolutions, mandates, regulations or rules

## Systems

**Infrastructure & Operations** - Changes to infrastructure that impacts all elements of an organization, institution, or framework

*\*Result of individual, policy PLUS environmental changes*

## Environments

**Built** - Modifications to physical spaces and settings in organizations, institutions, or public areas

**Natural** – Changes to ecological resources, landscapes and ecosystems that impact soil, water, air, energy, climate, and biodiversity

**Social** – Addresses societal dynamics, historical relationships, and cultural practices and their influence on power, equity, diversity, and inclusion



# What Does the Evidence Say about PSE?

“Implementing PSE changes provides an opportunity to create **sustainable** organizational and community shifts and to enables long-term improvements in population health. The PSE change approach seeks to address **upstream structural or systemic barriers** that lead to poor health outcomes and inequities...help deconstruct barriers and build environments where the healthy choice (e.g., breastfeeding) can be the easy default option. The PSE change approach focuses on **systemic solutions** to community issues rather than individual behavior. It is an upstream implementation approach, which are often proactive and sustainable beyond the funding period.”



# What Does the Evidence Say about PSE?

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- “Environmental and policy interventions may be among the most effective strategies for creating population-wide improvements in eating.” (Story et al 2008)
- “Infants in Special Supplemental Nutrition Program for Women, Infants, and Children clinics wherein PSE strategies were implemented had 64% lower likelihood of exhibiting rapid weight gain compared with infants in control clinics. Prevalence of exclusive and any breastfeeding was similar for mothers in the PSE and control clinics, suggesting the PSE strategies did not negatively affect breastfeeding support.” (Ventura et al 2021)



# PSE Change Approaches Compared to Program Implementation

PSE Change Approaches	Program Implementation
Adaptive, multiple approaches	Technical, singular approaches
Upstream solutions (proactive)	Downstream solution (reactive)
Focused on positive community/population level impact	Focused on setting and meeting individual goals and impact
Foundational – produces long-term behavior change over time	Additive – results in short-term behavior change
Can be sustained beyond funding	Often non-sustaining

***Combining “I” and “PSE” can result in greater and more sustained impact***



# What is the I+PSE Conceptual Framework for Action?

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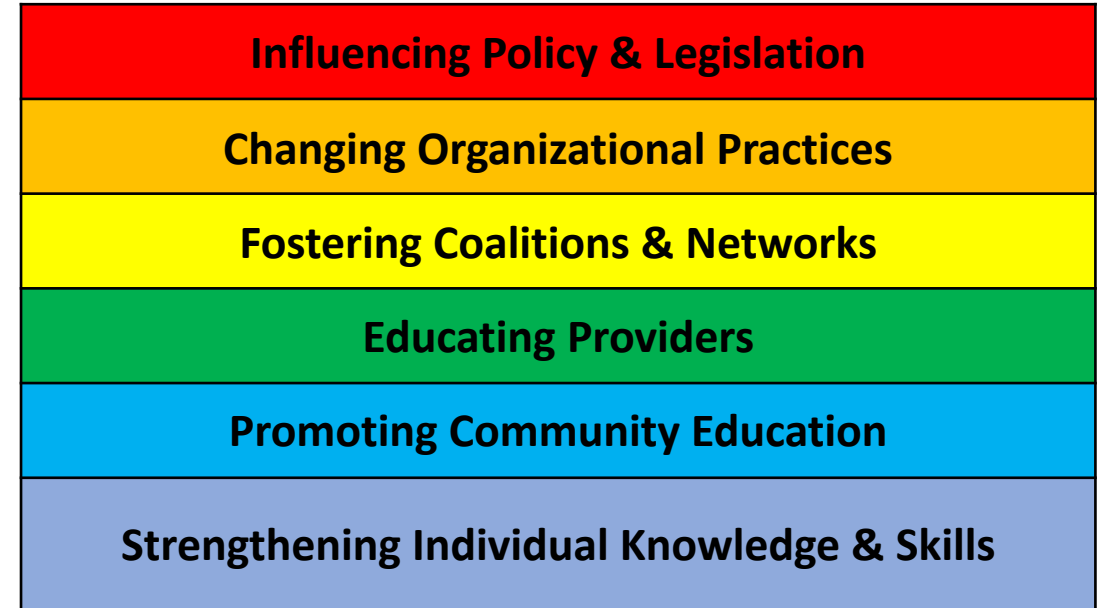


# Inspiration Behind “I+PSE”



**FIGURE 3-1. A Social-Ecological Model for Food and Physical Activity Decisions (page 65), 2015-2020 Dietary Guidelines for Americans.**

**Data Source:** Adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model. Available at: [http://www.cdc.gov/obesity/health\\_equity/addressingtheissue.html](http://www.cdc.gov/obesity/health_equity/addressingtheissue.html). Accessed October 19, 2015. (2) Institute of Medicine. Preventing Childhood Obesity: Health in the Balance, Washington (DC): The National Academies Press; 2005, page 85. (3) Story M, Kaphingst KM, Robinson-O’Brien R, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. *Annu Rev Public Health* 2008; 29:253-272.

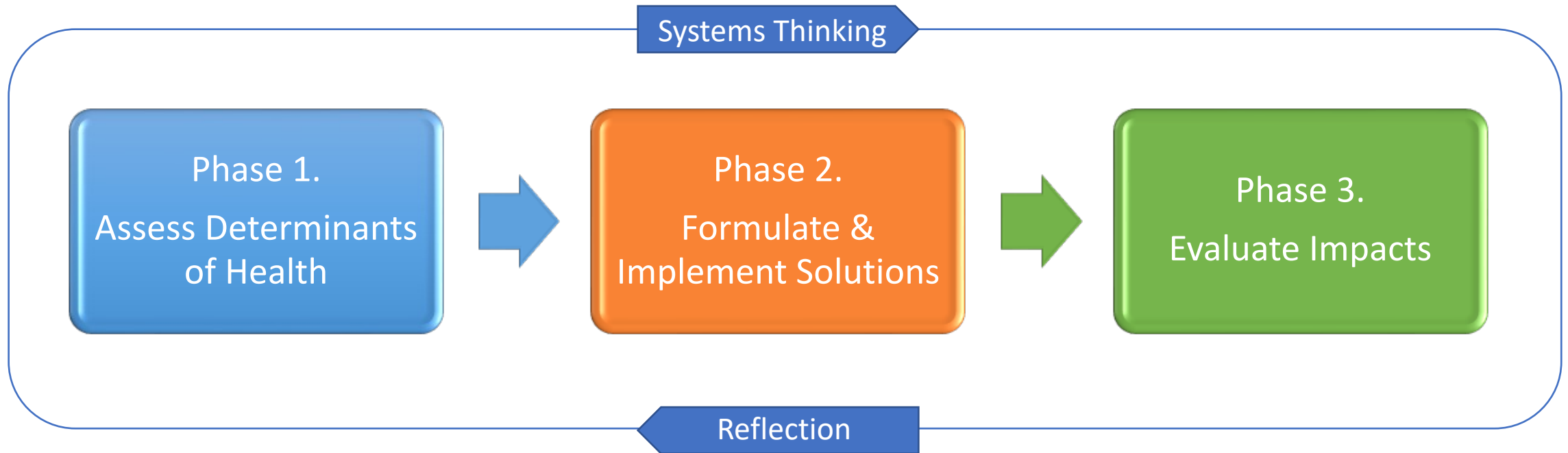


**Spectrum of Prevention** model adapted from Cohen L, Swift S. The Spectrum of Prevention: Developing a comprehensive approach to injury prevention. *Inj Prev.* 1999;5(3):203-207.





# Phases of the I+PSE Framework - *Simplified*

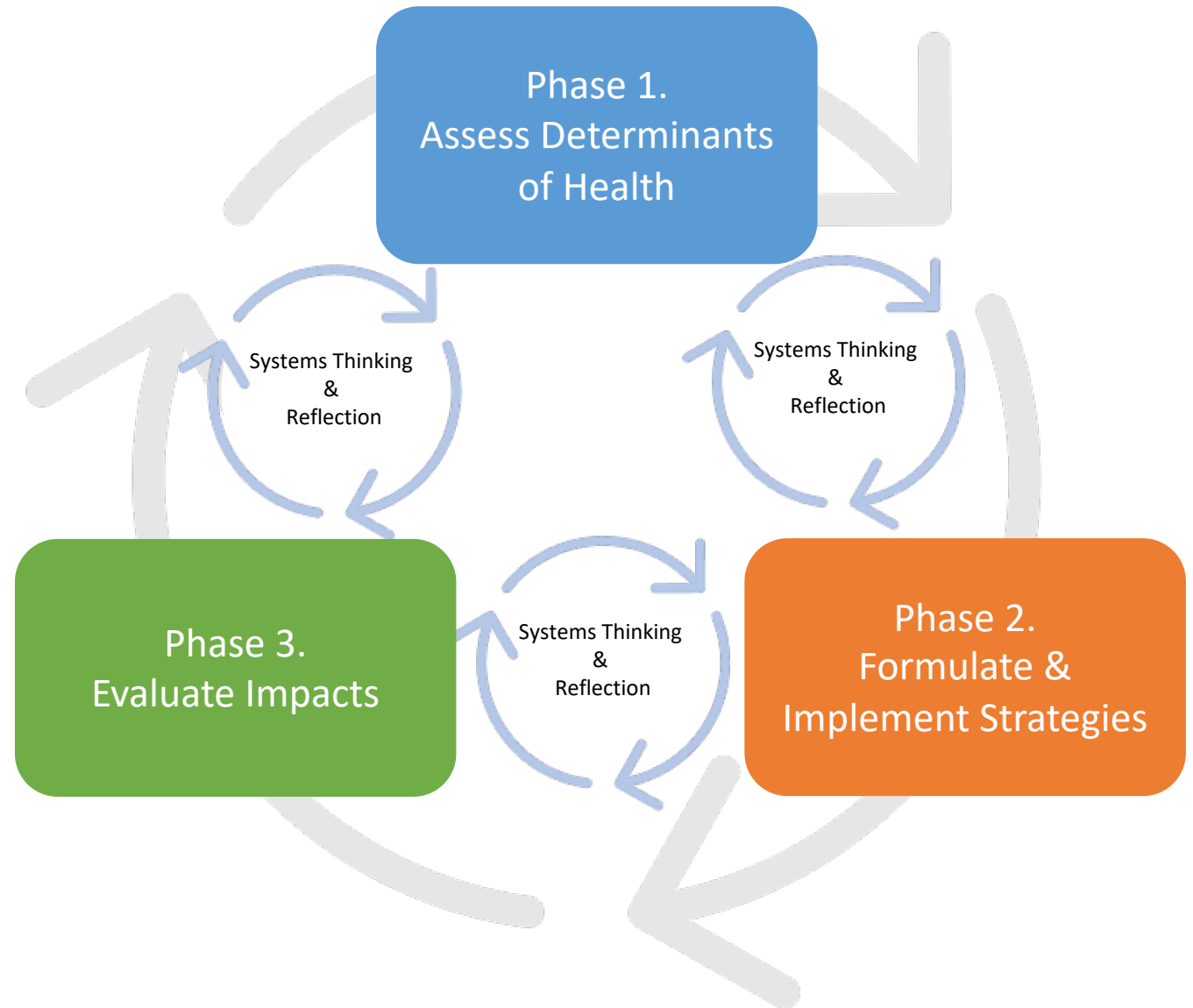


*Over simplified and not linear!*



# Three Phases of the I+PSE Framework – *Reality*

*More realistic and messier!*





# Phase 1. Gather Information Using a Determinants of Health Lens

*What do we know about the adaptive challenge in our community?*

*How do we apply systems thinking to identify the root cause of the adaptive challenge in our community?*



## Critical Inquiry > Diverse Perspectives

*(Example: Food Waste)*

- What percentage of the community does not have a working refrigerator to store food?
- Are there gleaning projects that link food producers to emergency food assistance programs?
- What percentage of waste in landfills is food?
- Where is the landfill located and what are the demographics of that area?

- How much food is disposed from grocery stores? Restaurants? Food manufacturers?
- Who are the commercial waste haulers? Is there competition among the haulers?
- Are composting services offered to residential or commercial sites?
- What does my organization do with leftover or expired food?

- What ordinances or laws are in place related to the disposal of food waste?
- Have policymakers proposed regulations or laws addressing food waste? What was the result?
- Who are the allies or adversaries on food waste regulation? Who else should be engaged?
- What are the facilitators or barriers to passing food waste regulation?



# Phase 2. Formulate and Implement Solutions

*Based on the information gathered about the adaptive challenge, what are the levers for change?*

*How does the adaptive challenge define or frame each of the seven action components?*

*“Where do our current solutions fit, where are the gaps, and what innovative solutions should be implemented?”*



## Define & Innovate

*(Example: Food Waste)*

Enhance personal, individual, or household's decision-making and capability of **reducing food waste**

Connect with diverse groups of people with information and resources to promote the **reduction of food waste**

Inform and educate intermediaries and service providers who transmit information about **reducing food waste** to others

Foster relationships and cultivate multisector collaborations with stakeholders about individual and community approaches to **reduce food waste**

Revise or adapt policies, procedures, and practices within institutions that shape norms and support **reducing food waste**

Design, foster, and maintain physical (built), natural (ecosystems), and social settings within institutions and public environments that **reduce food waste**

Develop strategies to inform change to laws, regulations, and public policies that **reduce food waste**



# Phase 3. Evaluate Impacts

*What are the results?*

*What do they mean?*

*What will we do?*



## Measures of Success > Collective Impact

### Outputs, Outcomes, Impacts

- What changes were the result of action?
- What is the evidence and what is the source?
- What quantitative data is available?
- What qualitative data is available?
- What were the downstream (i.e., programmatic) outcomes?
- What were the upstream (i.e., organization, policy) outcomes?
- What behaviors changed? How?
- What practices changed? How?
- How did leadership capacity change?
- How were partnerships strengthened?
- How did the culture of the organization change?

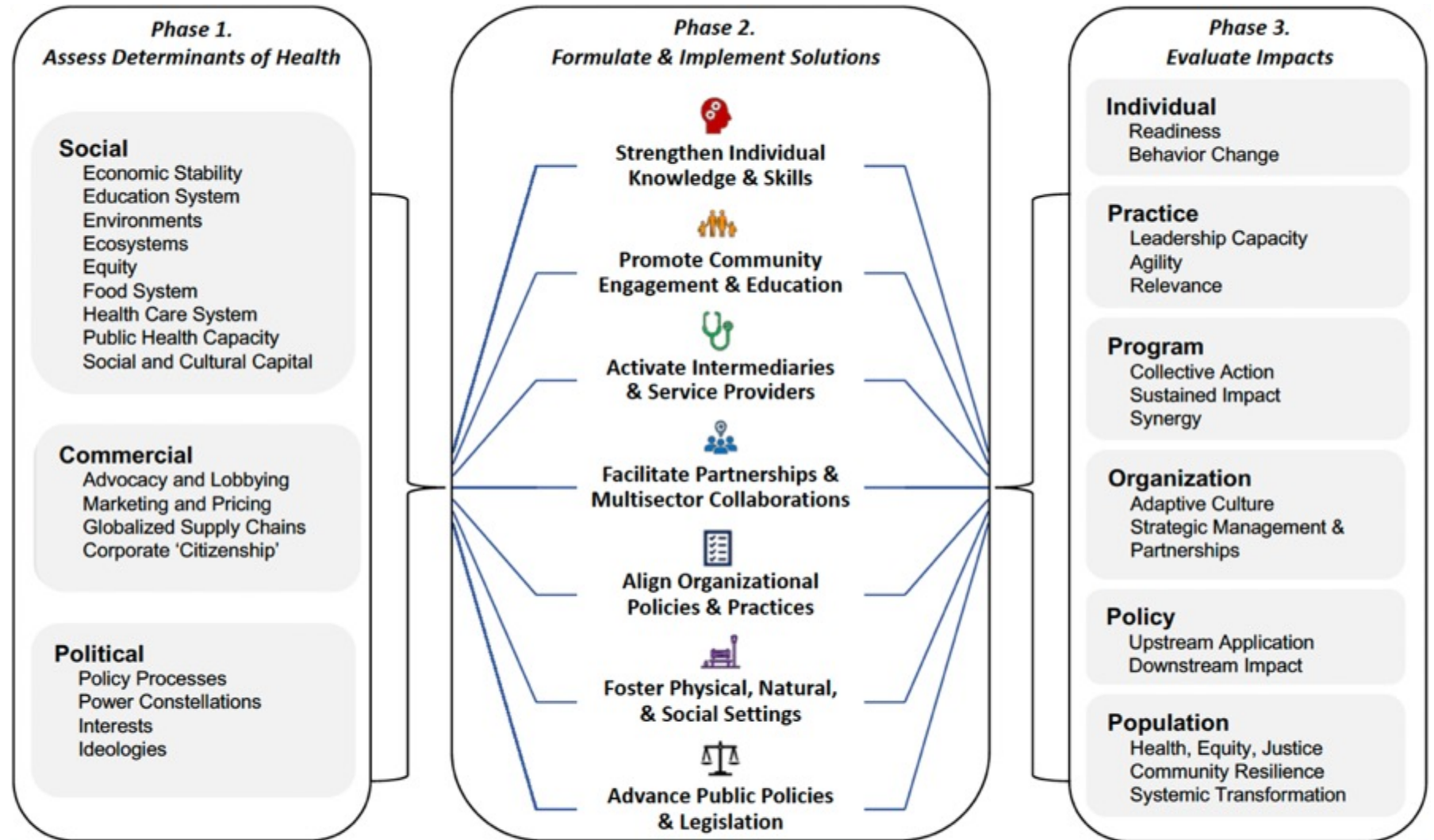
### Systematic Reflection

- What do the outcomes mean?
- How do the outcomes meet expectations, objectives, or goals?
- What is the significance of the outcomes?
- What are the interpretation or perceptions of the outcomes?
- Who values the outcomes? Why?
- What will you do with the outcomes?
- What will you do differently?
- What are the lessons learned?



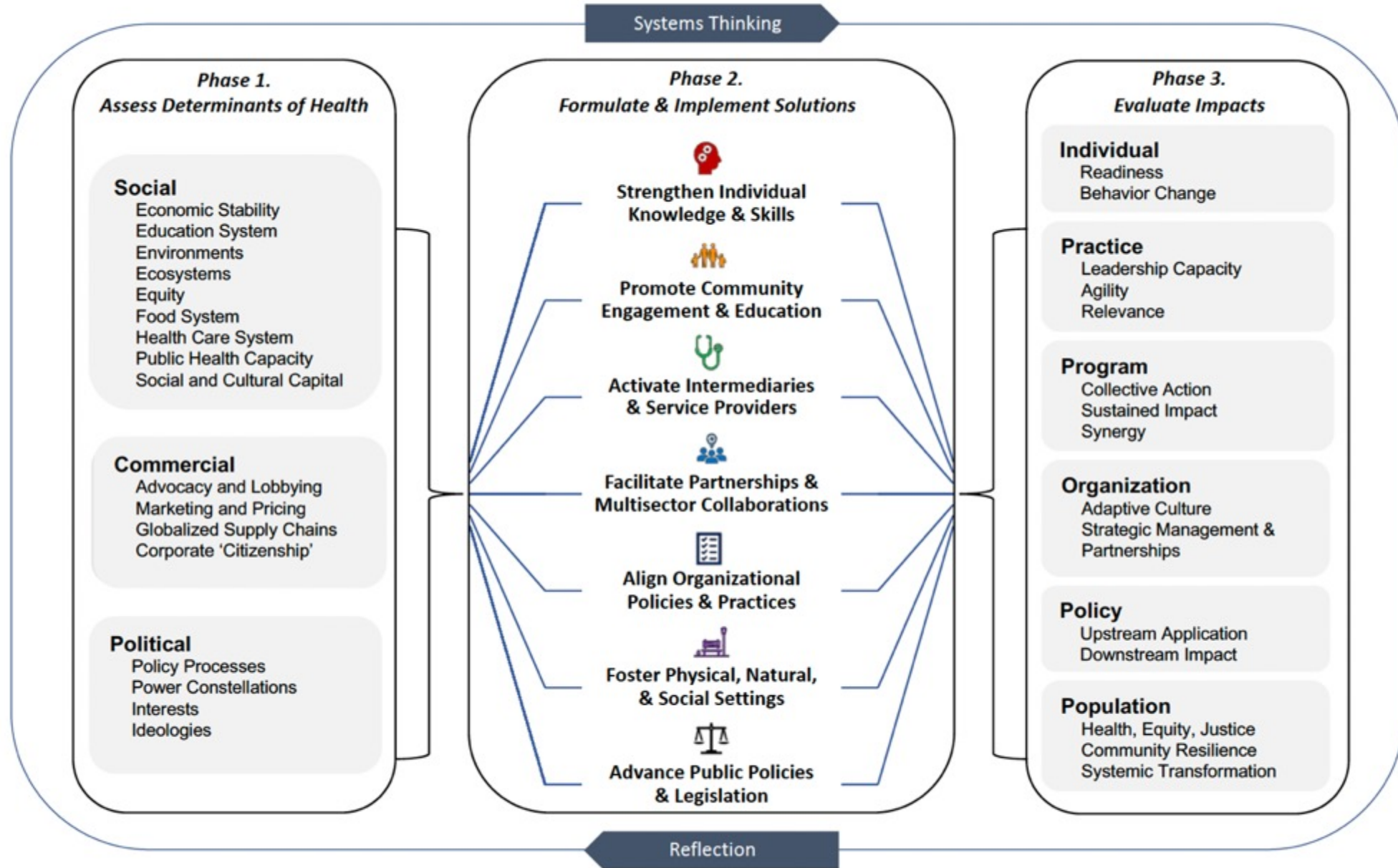
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**Figure 1.** Individual Plus Policy System and Environmental (I+PSE) Conceptual Framework for Action



# Considerations in Applying the I+PSE Conceptual Framework

- Versatile and adaptable
  - Be integrated into existing efforts
  - Be operationalized at the individual, organizational, and community levels
- Drive multi-level action
- Build practitioner and organizational capacity
  - Efficiency and quality improvement
- Strengthen leadership skills
- Cultivate beneficial relationships
  - Reciprocal support
  - Multisectoral and interdisciplinary
- Achieve broader community and population benefits
- Result in collective and sustained impact





# Leadership Element – Opportunities for PSE Professional Development

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## Western Maternal and Child Health Nutrition Partners – Amplifying Nutrition Impact Using I+PSE Approaches

- This short course offers capacity building tools to drive Title V MCH transformation by exploring how the I+PSE (Individual plus PSE) Conceptual Framework for Action can support innovative strategies that advance Title V MCH nutrition services, specifically by building and leveraging multi-sectoral partnerships. MCH teams can apply these tools to further advance Title V MCH capacity, practice-based evidence, and community/population impact. <https://mchnutritionpartners.ucla.edu/angie-tagtow-amplifying-mch-nutrition-impact-using-ipse-approaches-short-course/>

## University of Minnesota Extension - Systems Approaches to Healthy Communities

- The purpose of this online course is to promote the integration of policy, systems, and environmental (PSE) interventions with educational strategies for organizations whose work focuses on health promotion. The program helps community-based staff understand and act on the many factors that influence whether individuals can easily make healthy choices. <https://extension.umn.edu/nutrition-education/systems-approaches-healthy-communities>

## Cornell University PSE Training - Making the Healthy Choice the Easy Choice

- This online course is designed for EFNEP and SNAP-Ed professionals working to increase access to healthy food and physical activity options for low-income individuals and families. This course provides an introduction for those new to PSE approaches and a more in-depth overview for those with more experience with PSEs. <https://fnec.cornell.edu/about-us/professional-development/pse-training/>





# Leadership Element



“Courage is like—it’s a habitus, a habit, a virtue: You get it by courageous acts. It’s like you learn to swim by swimming. You learn courage by couraging.”

*Mary Daly, American Philosopher and Theologian*



## Key Take Aways

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The three phases of the I+PSE Framework include assess determinants of health, formulate and implement solutions, and evaluate impacts

Implementing multiple strategies that combine individual, policy, system, and environmental changes produces a synergistic effect and drives greater impact than singular approaches

