

# Understanding Policy, Systems, and Environmental Change in Minnesota

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# Outline of Presentation

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- ★ What is policy, systems, and environmental change?
- ★ Why is PSE change important?
- ★ How is PSE change work different from public health/health promotion work we've done in the past?
- ★ What are some exceptional examples of PSE work in the state and country?
- ★ How can the Guide to Implementing and Evaluating Interventions help you in planning and implementing this work?
- ★ Questions and an opportunity to share a few success stories of working on PSE.

# Institute of Medicine Quote

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“It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change.”

-Smedly and Syme (2000)

# What is policy, systems, and environmental change?

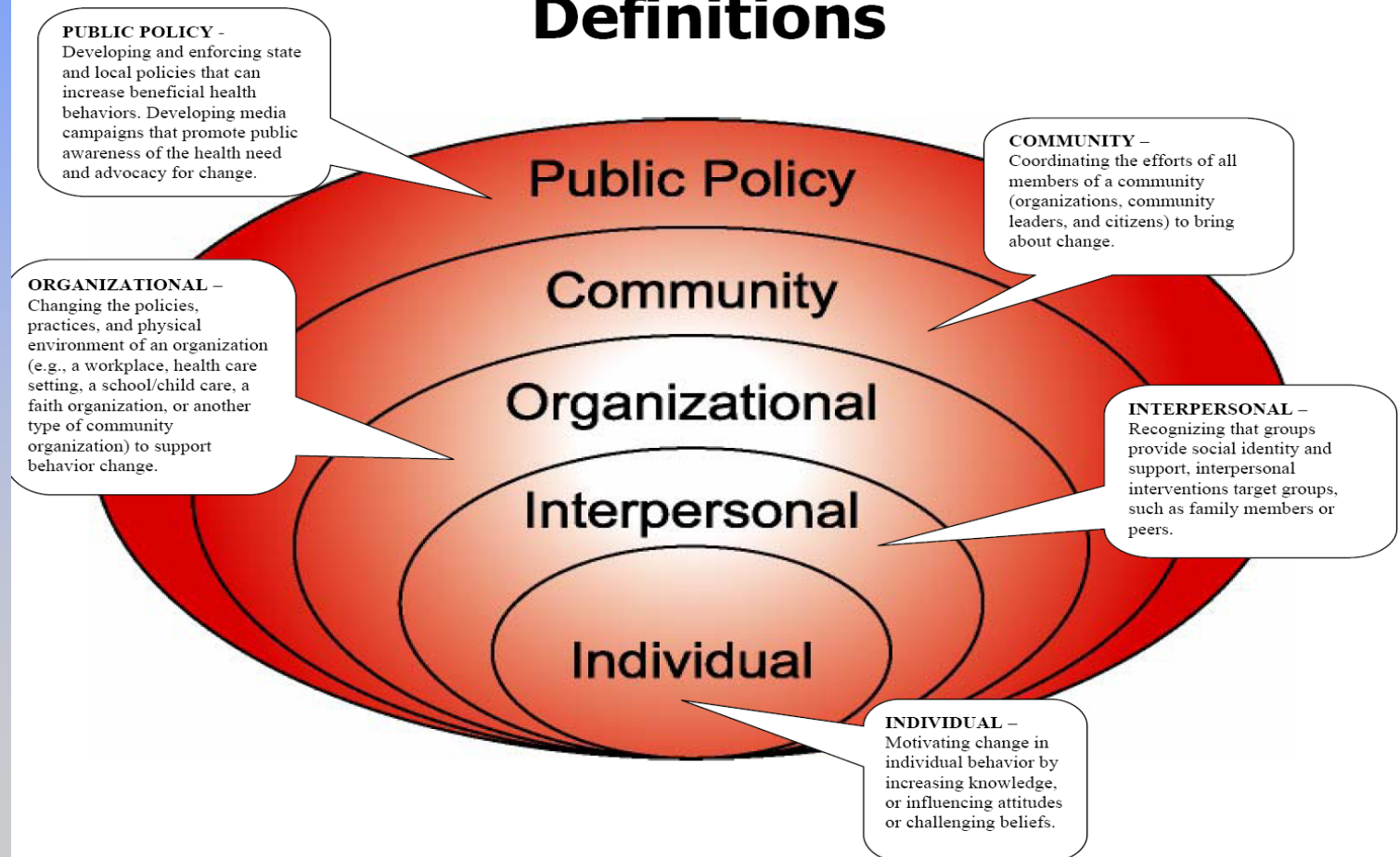
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- ★ **Policy** interventions may be a law, ordinance, resolution, mandate, regulation, or rule (both formal and informal).
- ★ **Systems** interventions are changes that impact all elements of an organization, institution, or system.
- ★ **Environmental** interventions involve physical or material changes to the economic, social, or physical environment.

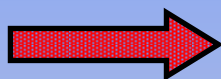
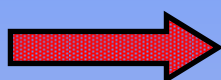


# Socio-Ecological Model

## Socio-Ecological Model Definitions



# Spectrum of Prevention



LEVEL OF SPECTRUM	DEFINITION OF LEVEL
<b>6. Influencing Policy and Legislation</b>	Developing strategies to change laws and policies to influence outcomes
<b>5. Changing Organizational Practices</b>	Adopting regulations and shaping norms to improve health and safety
<b>4. Fostering Coalitions and Networks</b>	Convening groups and individuals for broader goals and greater impact
<b>3. Educating Providers</b>	Informing providers who will transmit skills and knowledge to others
<b>2. Promoting Community Education</b>	Reaching groups of people with information and resources to promote health and safety
<b>1. Strengthening Individual Knowledge and Skills</b>	Enhancing an individual's capability of preventing injury or illness and promoting safety

# Moving Upstream - Story

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★ *While walking along the banks of a river, a passerby notices that someone in the water is drowning. After pulling the person ashore, the rescuer notices another person in the river in need of help. Before long...*

# Importance of PSE Change

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- ★ Health problems are influenced by societal policies and environments that in some way either sustain behaviors or fail to foster healthier choices
- ★ Where you live affects how you live
- ★ Major health problems will not be solved solely by individual actions and choices
- ★ By moving upstream to address causes and improving environments where we live, work, learn, play, and receive health care, we can prevent many people from becoming chronically ill

# Programs for Individual Behavior Change vs. PSE Change

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- ★ Programs are:
  - Activities, individual or group instruction, curricula, counseling, and training
  - Services targeted to individuals that teach behavioral skills
- ★ Personal choices are made in context of larger environment
- ★ Many health and social problems are related to conditions outside the individual's control
- ★ Recently there is a growing sense of importance of broader societal trends and policies that affect behaviors
- ★ While programs can lead to behavior changes in individuals and/or communities during course of programs, unless scaled up and instituted through formal and informal PSE changes, programs may not be sustainable

# A Comprehensive Approach

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## ★ PSE supported by:

- Assessment and Evaluation
- Community Engagement
- Individual and Community Education
- Skill building
- Programs (as appropriate)
- Promotion
- Enforcement

# Catalysts for PSE Change

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- ★ Add-on or extension of previous efforts
- ★ Existence of compelling data to support change
- ★ Change in environment/attitudes as a result of another policy
- ★ Peer/constituent pressure for change
- ★ Seed money/funding available to support initiative
- ★ A group, or organization, and/or committed individual on a mission to effect a change they believe strongly in

# Role of Local Public Health (SHIP Grantees) in PSE Change

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- ★ Initiative development/management/facilitation
- ★ Assessment and evaluation
- ★ Convening/partnering/collaborating
- ★ Technical assistance
- ★ Key leadership
- ★ Resources
- ★ Regulatory language
- ★ Education
- ★ Information
- ★ Marketing and public relations

# Traditional and Non-Traditional Partners

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- ★ Elected officials
- ★ School districts and YOUTH
- ★ Other State and National agencies
- ★ Other local public health agencies and health care providers
- ★ Other local government agencies
- ★ Coalitions, community- and faith-based organizations, non-profits, etc.
- ★ Private interests and/or companies (media!)
- ★ Remember SHIP is supposed to touch where you live, work, learn, play, and receive health care!

# Building on the Success of Tobacco

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- ★ Several smoke-free workplace ordinances adopted in Minnesota communities contributed to adoption of statewide law
- ★ Freedom to Breathe provisions signed into law by Governor Tim Pawlenty May 2007, to protect employees and public from health hazards of secondhand smoke

# The Next Era of Tobacco Prevention

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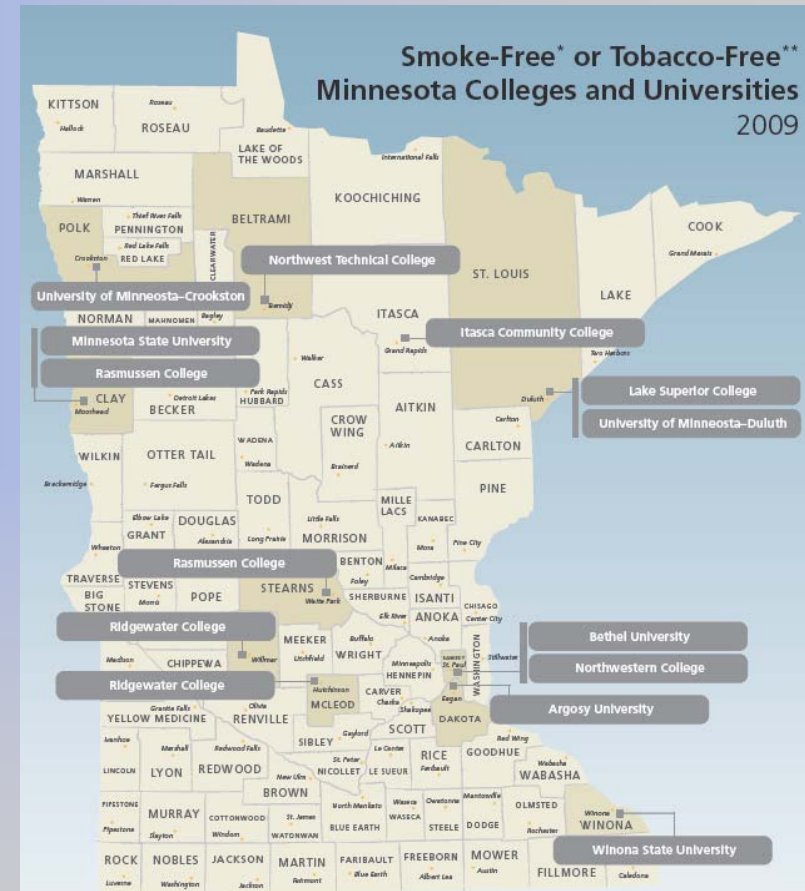
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- ★ Tobacco-free parks and recreation (112 tobacco-free park policies in MN)
  - Dakota County is a model for how local public health can work with parks and recreation departments in cities
  - County approached many cities - some adopted policies and some did not depending on level of support
  - Approach led to County grounds becoming tobacco-free and eventually the Minnesota Zoo
- ★ Smoke-free multi-unit housing
  - Successful in working with landlords, public housing authorities, and property mgmt companies to adopt smoke-free policies
    - Live Smoke Free (ANSR-MN) in metro cities and counties
    - ALA in Carlton, St. Louis, and Lake Counties

# Next Era of Tobacco Prevention Continued

## ★ Tobacco-free college campuses

- University of Minnesota Healthy Campus Network
- Technical schools are a new trend



\*Smoke-Free College or University  
School does not allow smoking on any school owned/leased property or in any school owned/leased building.

\*\*Tobacco-Free College or University  
School does not allow use of any tobacco products on school owned/leased property or in any school owned/leased building.

# Active Living - Complete Streets

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- ★ Hennepin County and City of Rochester first two municipalities to pass Complete Streets policies
- ★ Hennepin policy intended to enhance safety, mobility, accessibility and convenience for all corridor users by planning, designing, operating, and maintaining network of Complete Streets
- ★ Rochester policy requires needs of bikers, pedestrians, transit riders and people with disabilities to be considered while designing nearly all road projects in city

# Access to Healthy Foods

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## Homegrown Minneapolis

- ★ Initiative to develop recommendations for City of Minneapolis to improve sales, distribution and consumption of fresh, locally grown foods to positively impact health, food security, economy and environment
- ★ In June 2009, Minneapolis City Council unanimously passed a Resolution supporting local foods and established a Homegrown Minneapolis Implementation Task Force
- ★ Homegrown Minneapolis will rely on input and participation from community residents and partners

# Health Care Systems Change

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- ★ Willmar using systems change to flag patients identified as at-risk for diabetes
- ★ Nurses (primarily) or physicians speak with patients
- ★ Connection and referral to community-based services and/or program run sustainably through community-based organization

# School Examples

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## ★ Farm to School - Willmar

- Collaborate with partners
- Start slowly (one school, one item)
- Engage partners in problem solving (created FTS toolkit)
- Broaden and deepen program (increase quality and quantity)
- Evaluate

## ★ Breakfast Boosts Brain Power - St. Paul

- Assess environment @ school level
- Start with schools interested in making change
- Adapt from lessons learned (^ of 23% from moving bus stop)
- Evaluate

# School Examples Continued

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## ★ Safe Routes to School - Minneapolis

- Began with community concerns of safety while walking and biking to school
- Engage community leadership: School and city administration, and the Mayor
- Engage community in problem solving (air quality, obesity, safety)
- Assess school communities
- Grow initiative
- Evaluate

# School PSE Key Steps

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**Assessment:** Know scope of situation; underlying issues may be different than you think

**Engagement:** PSE initiatives are more successful when community members participate

**Collaboration:** Include allies and adversaries

**Evaluation:** Understand where you started and where you are going

# Using School Health Index Assessment

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Use SHI Assessment (or similar tool) results to develop your school's Action Plan and make policy and environmental changes.

- ★ Identify strengths and need areas
- ★ Identify & engage key stakeholders in wellness/health team
- ★ Target areas where changes may have the biggest impact
- ★ Improve school environment by acting on results and making changes
- ★ Actions that support policy and environmental change have more impact
- ★ Incorporate events/programs that support an overall goal
- ★ Evaluate efforts to understand impact and advocate for resources and support

# What is the Purpose of the SHI?

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- ★ Enable schools to assess school health environment including strengths and weaknesses of health promotion policies and programs
- ★ Enable schools to develop an action plan for improving student and employee health
- ★ Engage teachers, parents, students, and community in creating a healthier school environment by promoting health-enhancing policies and practices

# Events/Programs vs. Policy Change

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## Characteristics of Events/Programs

- ★ One time
- ★ Additive: often results in only short-term behavior change
- ★ Individual level
- ★ Not part of ongoing plan
- ★ Short term
- ★ Non-sustaining

## Characteristics of PSE Change

- ★ Ongoing
- ★ Foundational: often produces behavior change over time
- ★ Policy level
- ★ Part of an ongoing plan
- ★ Long term
- ★ Sustaining

# Examples

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## Events/Programs

- ★ Celebrate National Nutrition Month
- ★ Host a Family Fitness Night
- ★ Participate in Walk to School Day
- ★ Provide healthy snacks or breakfast
- ★ Participate in Kick Butts Day
- ★ Provide health screenings for staff

## Policy, Systems, and Environmental Change

- ★ Add fruits & vegetables to a la carte
- ★ Make school athletic facilities regularly available to families
- ★ Establish a Safe Routes to School Program
- ★ Adopt a Healthy Food & Beverage Policy
- ★ Establish a tobacco-free school taskforce
- ★ Establish a building-sponsored wellness team

# Lessons Learned

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- ★ Perseverance
- ★ Flexibility
- ★ PSE change does change behavior
- ★ Ongoing, purposeful communication
- ★ Champions
- ★ Anticipate opposition and be fully prepared for it
- ★ Skills required for PSE change work are different than required for program development
- ★ Strong leadership on a day-to-day basis
- ★ Developing arguments from/with a business perspective
- ★ Identifying who can make PSE change
- ★ Feedback to decision makers and community on results of PSE change

# How can the “Guide” help?

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- ★ Wealth of information
- ★ Description of interventions
- ★ Action steps
- ★ Assessment and evaluation tools
- ★ Evaluation process and outcome measures
- ★ Resources
  - Toolkits
  - Sample policies
  - Talking points
  - Evidence
- ★ Evaluation guide
- ★ Change is underway!

# Questions and Your Examples

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- ★ Steps to a Healthier Rochester
- ★ Others?

# PSE Trainings to Come!

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- ★ Do Walk Do Bike Conference - Sept. 1 and 2
- ★ School Health Index Training - Sept. 22
- ★ Partnership for Prevention Webinar (HWHB Health Care interventions) - September 30
- ★ More information on additional PSE and intervention-specific trainings provided by MDH and our partners coming soon!