

## Reading List for SNEB Pre-Conference “Next Steps in PSE: Effective Evaluation Methods in Policies, Systems and Environmental (PSE) Interventions”

We are excited to be hosting the *Next Steps in PSE: Effective Evaluation Methods in Policies, Systems and Environmental (PSE) Interventions* Pre-Conference at SNEB this year!

Registrants have a variety of experiences in PSE and evaluation. In order to ensure everyone has at least a basic understanding of Policy, Systems, and Environmental (PSE) Interventions, as well as some common evaluation terms to maximize your time and learning outcomes, please review the following selected materials.

1. If you have no prior knowledge of PSE interventions, this 1-hour YouTube video of a recorded webinar from ChangeLab Solutions is a nice introduction to some real-world examples of PSE. <https://www.youtube.com/watch?v=y1KOGPE6150>
2. “What is Policy, System, and Environmental (PSE) Change?”  
[http://healthtrust.org/wp-content/uploads/2013/11/2012-12-28-Policy\\_Systems\\_and\\_Environmental\\_Change.pdf](http://healthtrust.org/wp-content/uploads/2013/11/2012-12-28-Policy_Systems_and_Environmental_Change.pdf)
3. **SNAP-Ed Interpretive Guide**

Citation: U.S. Department of Agriculture, Food and Nutrition Service. The Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators: Interpretive Guide to the SNAP-Ed Evaluation Framework. 2016. Available from <https://snaped.fns.usda.gov/>

Can be accessed via USDA SNAP-Ed website or here:

<https://snaped.fns.usda.gov/snap/EvaluationFramework/SNAP-EdEvaluationFrameworkInterpretiveGuide.pdf>

- “About This Interpretive Guide” Pages 21-22
- SNAP-Ed Evaluation Framework Diagram Page 25
- “Using This Guide: Making the SNAP-Ed Evaluation Framework Work for You” (Can be used even if you are NOT a SNAP-Ed Implementing Agency)  
Pages 28-30
- A Social-Ecological Model for Food and Physical Activity (Especially definitions of Program Evaluation, Individual, Environmental Settings, Sectors of Influence, Population Results, and Social Norms and Values)  
Pages 35-38
- Appendix E. Evaluation Methods Pages 392-401
- Appendix F. Survey Methodology Pages 402-404

Selected Definitions from Appendix A. Glossary

Pages 341-361

Active partnerships: may include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies

Collective Impact: The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem

Frequency: How often a person does an activity (e.g. days/week).

Impacts: the extent to which program outcomes lead to long-term and sustained changes

Maintenance: refers to the extent to which a learner continues to perform a behavior after a portion or all of the intervention responsible for the initial change in behavior has been removed

Outcome: The desired benefit, improvement, or achievement of a specific program or goal

Reach: Number of SNAP-Ed eligibles who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it.

Sectors: Areas of the economy in which businesses share the same or a related product or service.

Settings: Types of sites, for example schools, work sites, food stores, and parks.

Systems: A group of related parts that move or work together within a whole organization or a network of organizations.

**RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance)—These terms will be especially important to understand as the Case Studies are based on some of these stages of the RE-AIM model.**

Reach: <http://re-aim.org/about/what-is-re-aim/reach/>

Effectiveness: <http://re-aim.org/about/what-is-re-aim/effectiveness-or-efficacy/>

Adoption: <http://re-aim.org/about/what-is-re-aim/adoption/>

Implementation: <http://re-aim.org/about/what-is-re-aim/implementation/>

Maintenance: <http://re-aim.org/about/what-is-re-aim/maintenance/>

If you are interested in reading more about PSE evaluation, here is a limited bibliography of selected works related to this topic.

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- Gregson, J., Foerster, S. B., Orr, R., Jones, L., Benedict, J., Clarke, B., Hersey, J., Lewis, J., & Zotz, K. (2001). System, environmental, and policy changes: Using the Social-Ecological Model as a framework for evaluating nutrition education and social marketing programs with low-income audiences. *Journal of Nutrition Education*, *33*, S4-S15.
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- Schwartz, M. B., Schneider, G. E., Yoon-Young, C., Li, X., Harris, J., Andreyeva, T., Hyary, M., Highsmith Vernick, N., & Appel, L. J. (2017). Association of a community campaign for better beverage choices with beverage purchases from supermarkets. *JAMA Internal Medicine*, doi:10.1001/jamainternmed.2016.9650.

Simpson, S. H. (2015) Creating a data analysis plan: What to consider when choosing statistics for a study. *California Journal of Health Promotion Research Primer Series*, 68, 4, 311 – 317.

Soler, R. E., Whitten, K. L., & Ottley, P. G. (2014). Communities putting prevention to work: Local evaluation of community-based strategies designed to make healthy living easier. *Preventive Medicine*, 67 (0 1), S1-S3. Doi:10.1016/j.ypped.2014.08.020.