**FACULTY TO INSERT NAME OF COURSE AND COURSE NUMBER**

|  |  |  |  |
| --- | --- | --- | --- |
| Windshield Survey | Key Informant (KI)  Summary | Vital Statistics & Web Search | Final Presentation |
| Complete Windshield  Survey | Interview 5 KI’s and  summarize | Use web to develop tables & find complete  data | Present a community assessment or project to peers, faculty and/or community partners |
| 50 | 30 | 20 | Pass/Fail |

**NOTE:**

1. **The WINDSHIELD SURVEY. KI, VITAL STATS AND FINAL PRESENTATION are group assignments**
2. **Grading: Please refer to the GRADING RUBRICS for the WINDSHIELD SURVEY. KI, VITAL STATS AND FINAL PRESENTATION**

**WINDSHIELD SURVEY**

|  |  |  |
| --- | --- | --- |
| ***Windshield Survey*** | Possible Points | Points Earned |
| Record personal observations of the community for each item in the windshield survey (WS). Data gaps must be identified by listing additional data needed and where these data might be found. (3 points for each section-4 Core sections 12 points, 8 subsystems 24 points)  The “Windshield Survey” is a means of looking at the community. If you compare community assessment to patient assessment, this survey is like watching, listening, and smelling a patient to develop an overall sense of the patient’s health and well- being – obviously there is a lot more you want to know about the patient, but you start with simple observation and develop questions/strategies for gathering more data. The windshield survey is a brief (1-4 hours) drive or walk through in an area to develop an overview of the community. Having a framework, such as the Community as Partner model, helps to ensure that you look at all aspects of this much larger and more complex “patient.” After completing a windshield survey, you will be ready to gather more data (like a patient interview/history, physical exam, lab work, imaging and so forth).  **Use the windshield survey form provided in this clinical course schedule is a tool for collecting data** (**use this form to submit to the Dropbox, too – APA formatting is not necessary for this document**). However, students should make sure there are no spelling or grammar errors. You do not need to answer every single question; the point of this survey is to form an educated opinion about whether a community 1) seems healthy or 2) needs further evaluation. The *Observations* column is used to record what was detected. The ***Additional Data Needed*** column is used to make note of what else you want to learn – similar to the scenario where you see a patient who seems to be having trouble breathing and decide that you need to check respiratory rate, lung sounds, heart rate, and blood pressure (among other things), and that you need to ask the patient questions about the condition to determine the appropriate nursing intervention. This information can be used as the basis for asking questions during your Key Informant interviews later in the semester.  An electronic copy is to be submitted to the assigned Pilot Dropbox. |  |  |

|  |  |  |
| --- | --- | --- |
| Recap or sum up community strengths, weaknesses and potential problems considering whether the community is “safe” and/or “healthy.”  **Apply correct APA format including citations of personal communication, spelling, punctuation and sentence structure.** |  |  |
| ***Total Grade*** | ***50*** |  |

**See the following pages for instructions on how to perform the Windshield Survey**

“Community as Partner” Assessment:

Application of assessment model: *Community as Partner* will help you gain an understanding of one community as a client-partner and analyze the community’s health status and determine if the community is healthy or one plagued with distress and problems.

**Windshield Survey: Summary**

A. *Data Gathering via Windshield Survey*

1. Drive through/walk about the community you have chosen to assess.
2. Observe (view/study) what you can about the community’s core (PEOPLE) and its environment (eight

**SUBSYSTEMS)**

* 1. **Core: PEOPLE**
  2. **History**
  3. **Demographics: age/gender distribution**
  4. **Ethnicity**
  5. **Values and Beliefs**
  6. **Environment (SUBSYSTEMS)**
  7. **Physical Environment**
  8. **Education**
  9. **Safety and Transportation**
  10. **Politics and Government**
  11. **Health and Social Services**
  12. **Communication**
  13. **Economics**
  14. **Recreation**

1. Find a local newspaper and identify issues for the community.
2. Stop at the library and check for community information (bulletin board & brochures).
3. Stop at a local store and/or restaurant to observe and talk with residents (if possible).
4. If available, stop at the Chamber of Commerce for information about the community.
5. Record all your observations on the windshield survey form.
   * NOTE: The *Observations* column of the survey may be used to record what you see while in the community. The *Additional Data Needed* column may be used to make a note of other supplementary information you want to learn about the community – similar to the scenario where you sees a patient who seems to be having trouble breathing and decide to check respiratory rate, lung sounds, heart rate, and blood pressures (among other things), and to ask the patient questions about their pulmonary condition to determine the appropriate nursing diagnosis and care plan.
6. Make a list of the items you want to learn more about.

**WINDSHIELD SURVEY FORM**

From Anderson, E. T., & McFarlane, J. (2008). *Community as partner: Theory and practice in nursing* (5th ed.). Philadelphia: Lippincott, Williams & Wilkins.

|  |  |  |
| --- | --- | --- |
| **Name of Community: Name of Students:** | | |
| Page 1 of Windshield Survey | **OBSERVATIONS** | **Additional Data Needed**  (& where it might be  obtained) |
| **COMMUNITY CORE – PEOPLE (12 POINTS)** | | |
| **History (3 points)**  Age of buildings & parks, size of houses Presence of monuments & historical markers Are all houses in a neighborhood of the same age & composition?  Is there space around the houses? Are the houses in good repair?  Do the houses have central air? What type of architecture is used?  How is the area changing? |  |  |
| **Demographics (3 points)**  Age & activities of people seen Racial/ethnic makeup Expensive cars & houses?  How would you describe the population? Do people appear healthy?  Do you see evidence of drunkenness or drug- dealing? |  |  |
| **Ethnicity (3 points)**  Indications of special ethnic activities? Signs/newspapers in other languages? Cultural groups noticeable?  Sections of ethnic food in grocery stores? |  |  |
| **Values & beliefs (3 points)**  Churches, mosques, temples   * What religions do you see? * Are religious houses active on other days than the stated day of worship?   Editorials in the newspaper  Type of clothing people are wearing Cleanliness of yards & streets Flowers, gardens, art, music |  |  |

**WINDSHIELD SURVEY**

|  |  |  |
| --- | --- | --- |
| Page 2 of Windshield Survey | **OBSERVATIONS** | **Additional Data Needed**  (And where it might be  obtained) |
| **SUBSYSTEMS (24 POINTS)** | | |
| **1. Physical Environment (3 points)**  Air quality, plants, streets, rivers, lakes, & water, parks & green space  Can you tell where the community & neighborhoods begin & end? |  |  |

|  |  |  |
| --- | --- | --- |
| Do neighborhoods have names?  Size of community (sq. miles, blocks) Did you find a map of the area?  How does the community look?  Are there a lot of abandoned cars & boarded-up buildings? |  |  |
| **2. Health & Social Services (3 points)**  Hospitals, clinics, medical offices  Public health services, nursing homes, mental health clinics, EMS, healers of various sorts Did you see social workers or public health personnel in your survey?  Is there a homeless shelter or food kitchen? How far is it to the nearest hospital? |  |  |
| **3. Economy (3 points)**  Thriving or poor?  Work sites, factories, employment Where do people shop?  What do the stores look like? Would you shop there? What types of stores are there?  Signs about food stamps?How do the prices compare to your stores? Do you see check-cashing facilities?  Are there idle people on the streets that you would expect to be working? |  |  |
| **4. Transportation & Safety (3 points)** How do people get around? (car, walking) Are the streets & sidewalks in good repair? Is there a major highway nearby?  Is there public transportation?  Are there airports, train stations in the area? Is the community handicapped accessible? |  |  |

**WINDSHIELD SURVEY**

|  |  |  |
| --- | --- | --- |
| Page 3 of Windshield Survey | **OBSERVATIONS** | **Additional Data Needed**  (And where it might be  obtained) |
| **5. Politics & government (3 points)** Can you identify government buildings?  Are there signs of political campaigns? Can you tell the predominant party affiliation?  Is information about public meetings available? |  |  |
| **6. Communication (3 points)** Whom do you see on the street? Are people talking to one another? What papers do people read?  What radio/TV stations do they use?  Do you see any bulletin boards with local information? (e.g., at the library?) |  |  |
| **7. Education (3 points)**  Are there schools and colleges? |  |  |

|  |  |  |
| --- | --- | --- |
| Can you tell what the drop-out rates are?  Are the buildings well-kept?  Are they embedded in neighborhoods or isolated by large roadways?  Are there signs that the buildings are used for community gatherings? |  |  |
| **8. Recreation (3 points)**  Is the green space public or private? Are adults & children using the parks? Are there recreational programs?  Are there neighborhood hangouts? Are there bike trails?  Are there animals in the neighborhoods?  Are they pets or watchdogs? |  |  |

Other notes & comments:

**WINDSHIELD SURVEY (page 4) - PERCEPTIONS**

|  |  |
| --- | --- |
| **RESIDENTS – (6 points)** | |
| How do people seem to feel about the community? Give your impression about this if you have not been able to talk with anyone. |  |
| What do they identify as its strengths & weaknesses? |  |
| What problems do they identify? |  |
| **PERSONAL (8 points)** | |
| What are the strengths of this community? |  |
| What are the weaknesses of this community? |  |
| What potential problems can you identify? |  |
| Overall, what is your impression of this community?  Is it safe? Is it healthy?  What influenced your opinion? |  |

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**KEY INFORMANT INTERVIEWS**

|  |  |  |
| --- | --- | --- |
| ***Key Informant Summary*** | Possible Points | Points Earned |
| Describe the positions or roles of at least five (5) key informants within the community of interest and why you selected them for your interview.  - Interview community members who may be lay people, patients, health care professionals, city employees, or other professionals in the community. Topics of conversation should be related to the aggregate of interest and their health care needs or the health of the entire community. Also, consider asking questions that would help you identify gaps in your assessment from your Windshield Survey. **Write a summary of the community members’ viewpoints using 7th edition of the *Publication Manual of the American Psychological Association* (APA) based**  **on grading rubric provided.** | *5* |  |
| Summarize the key informant’s ideas about the community health in general. Summarize  (encapsulate) the key informant’s personal ideas of community safety and health care needs. (1 point for each KI) | *10* |  |
| Summarize the strengths and weaknesses of the community. | *10* |  |
| **Apply correct APA format including citations of personal communication, spelling, punctuation and sentence structure.**  **Use 7th edition APA manual** | *5* |  |
| ***Total Grade*** | ***30*** |  |

**KEY INFORMANT INTERVIEW GUIDE**

**Directions:**

* Use this form when interviewing community members and leaders/professional attending/working in the assigned community.
* Work with your clinical instructor to determine the type of question you need to ask for your project.

**Introduction:** *Good morning/afternoon. My/our name(s) is/are [insert student(s) name] and I/we are (insert year in program) nursing student(s) at (insert college/university name). Thank you for agreeing to be interviewed as part of XXXXX. I/we are here to learn more about the community health needs of [assigned community].*

Get verbal consent before you interview by asking the individual if they want to participate. If they say NO, please don’t force them find another person.

*If they agree,* ***document****:*

1. **Date of Interview**: ……………………………………………………
2. **Location of Interview**: …………………………………………….
3. **Interviewer(s)**: …………………………………………………………….
4. **Community**: ………………………….
5. Collect community Core data [**Socio-Demographic information**] for each participant as indicated below: Name (is optional) but indicate if this person is:
   1. *Community member* …………………………………

……………………………………………………….

* 1. *Community leader/professional Specify position or*

*profession*……………………………………………………

* 1. *Age (optional)*…………………………………
  2. *Identified Race (optional)*…………………………….
  3. *Identified Gender (optional*):

*Male* ………………………. *Female*……………… Others……………………

* 1. *Length of residence in the current community:* ……………………….

**Interview starts** *Let us get started:*

**Use the following questions as a guide (you don’t have to use ALL of them!!)**

1. What would you tell someone who is new to your community, about the community strengths or weaknesses?
2. What are the schools like in this community - and what is your viewpoint of the quality of education?
3. Do you feel safe in this community? What is your perception about the amount of crime?
4. What is your perception about the health of community members? Are there health problems that are apparent to you (i.e., nutrition, obesity)? Do members have access to health care? Do you have an opinion on the quality of health care?
5. What are the recreation opportunities in this community? Are there adequate outdoor recreation areas for children (i.e., universal playground)? What about in the winter?
6. What is your perception of the cultural and spiritual components of the community?
7. Do you have any concerns about the environment (i.e., areas of drug use, crime, hazardous waste, pesticide use, air or water quality)?
8. What are the main political powers in the community? Do they function well to serve the community population?
9. How to people navigate around the community - is there public transportation, or other modes of transportation? Are there sidewalks for pedestrians and bicyclists to use in neighborhoods and on major roadways?
10. Do community members have access to media (newspaper, radio, community events) and what are the main sources for those community events?
11. Who are the major employers of the community and how do they contribute to the well-being of the community?
12. Others (add more questions as per assignment)

**VITAL STATISTICS**

***Directions:***

* Use this information as a guide when compiling the vital statistics.
* Work with your instructor to determine the type of data you need for your project.

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| ***Vital Statistics & Web Search*** | Possible Points | Points Earned |
| **Vital Statistics Assignment:**  Search **local, state (OH) and national sources** for descriptive data and generate a table that provides an overview of the health of your assigned community.  Data collected should include the number/rate for each question above as well as citations of websites or other resource used to access this information **using 7th edition of the *Publication Manual of the American Psychological Association* (APA) format**. **Be sure to put dates/year for all your statistics!!** Many helpful sources of demographic and epidemiologic data are readily available online (via the Internet)**.**  Compile data from the census and/or statistical abstracts on your community or county of interest and generate individual tables. Must include local, state and national data. Copy and paste of other student or published tables is not acceptable. These tables should include:   * Demographics (i.e. age [under 5, under 18, over 65], gender, race) * Health Issues   + Morbidity and Mortality Data     - Flu, diabetes, heart disease, cancer, TB, etc.     - Child obesity data * Economics   + Median income, housing information, median salaries/income, unemployment   + Poverty levels * Education   + Educational level, high school graduation rates - * Address any other pertinent data to address data gaps from Windshield survey and Key Informant Interviews such as water quality, air quality, land use, communications methods, safety issues, location of health services, etc.   NOTE: If you are unable to find data for your specific community, **identify that a data gap exists. Do not just leave your table blank.** | *12* |  |
| Provide a one-page summary of the health trends of your community in relation to state and national level data. | *5* |  |
| **Apply correct APA format including a table with headings and correct citations and reference page with accurate, spelling, punctuation.** | *3* |  |
| ***Total Grade*** | ***20*** |  |

(Helpful sample table formats on following pages).

NOTE: These “samples” are NOT all inclusive of the data you will need for your vital statistics. This is just a guide to get you started.

Table 1

*Demographic Comparisons*

XXXXXX XXXXX STATEa United Statesa

Total population 48,962 369,999 11,544,951 311,591,917

Race/Ethnic Distribution

Caucasian, percent Black, percent Asian, percent Hispanic/Latino, percent

Other

Gender Distribution

Percent male Percent female

Age Distribution

Percent under age 5

years

Percent under age 18 years

Percentage Age 65 years and over

7.2 7.0 6.4 6.9

Poverty

% Children <100%

FPL

17.5

*Note.* aAdapted from U.S Census Bureau. (2012). *Ohio* [Data file]. Retrieved from <http://quickfacts.census.gov/qfd/states/39000.html>

bOhio Department of Health. (2010). *Butler county* [Data file]. Retrieved from [www.odh.ohio.gov/ASSETS/7FB15C631DDA4C97939AF61D00AC54A2/butler.pdf](http://www.odh.ohio.gov/ASSETS/7FB15C631DDA4C97939AF61D00AC54A2/butler.pdf)

Table 2

*Health Risk Surveillance*

Adults with diabetes, percent

Adults with high blood pressure, percent

XXXXX XXXXX XXXXX United

States

Adults with high cholesterol, percent

2-5 year olds, obesity, percenta 30.7 28.2

*Note.* aOhio Department of Health. (2010). *Butler county* [Data file]. Retrieved from [www.odh.ohio.gov/ASSETS/7FB15C631DDA4C97939AF61D00AC54A2/butler.pdf](http://www.odh.ohio.gov/ASSETS/7FB15C631DDA4C97939AF61D00AC54A2/butler.pdf)

Example

# Vital Statistics - Community as Partner – Community Assessment

As you complete your windshield survey and work on vital statistics, there are websites that can help you gain information about the population and community (to help fill in any gaps in your community assessment). Below is a sample of websites that provide links to different parts of the community assessment wheel. Some of the websites offer information in more than one assessment segment from the wheel or give additional information/insight into a specific area. For example, the Chamber of Commerce can provide economic, recreation, and communication data, or additional links for facts in a specific assessment segment. *If you click on the links, you can get an idea of where to search for statistics and information in your chosen community*.

|  |  |
| --- | --- |
| **SAMPLE WEBSITES FOR CHARLESTON WEST VIRGINIA:**  **Topic** | **These are ideas for collecting data on your communities – these websites will not automatically link to your State data**  **Website** <http://quickfacts.census.gov/qfd/states/54/5414600.html> <http://quickfacts.census.gov/qfd/states/54/5414600lk.html> [http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/summary.h](http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/summary.htm) [tm](http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/summary.htm) (West Virginia, Vital Statistics, 2006) [http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/index.htm](http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/index.htm#county) [#county](http://www.wvdhhr.org/bph/hsc/pubs/vital/2006/index.htm#county) (Statistics by county) [http://www.kchdwv.org/KCHD/media/CzechCities/internsh](http://www.kchdwv.org/KCHD/media/CzechCities/internships.pdf) [ips.pdf](http://www.kchdwv.org/KCHD/media/CzechCities/internships.pdf) [http://www.kchdwv.org/Home/Epidemiology/Provider-](http://www.kchdwv.org/Home/Epidemiology/Provider-Information.aspx)  [Information.aspx](http://www.kchdwv.org/Home/Epidemiology/Provider-Information.aspx)  <http://www.kchdwv.org/> (Kanawha and Charleston Health Department)  <http://www.cityofcharleston.org/helpful-links> (Helpful links) <http://www.dhhr.wv.gov/oeps/disease/Pages/default.aspx> (Office of Epidemiology & Preventive Services, West Virginia)  <http://www.kchdwv.org/> (Kanawha and Charleston Health Department) <http://www.dhhr.wv.gov/oeps/disease/Pages/default.aspx> (Office of Epidemiology & Preventive Services, West Virginia)  <http://www.wvgazette.com/> <http://www.cityofcharleston.org/> |
| **Demographics** Census Data  **Demographics**  **Health & Social Services**  County Mortality Data  **Demographics**  **Health & Social Services**  Morbidity Data for Kanawha Co.  **Health & Social Services** Health Care Resources Kanawha County  **Health & Social Services**  Epidemiology and Health Statistics  **Health & Social Services**  Disease Trends for State and Local Health Departments  **Communication**  Newspaper – Radio - TV  **Politics & Government** City Government Chamber of Commerce |

|  |  |
| --- | --- |
| **Economics**  Census, Poverty and Income Data  **Economics** Business **Education** | <http://charlestonwv.areaconnect.com/crime1.htm> (Crime Statistics) <http://quickfacts.census.gov/qfd/states/54/5414600.html> **(Pay attention to poverty stats)** <http://wvcommerce.org/business/default.aspx>  <http://kcs.kana.k12.wv.us/kcs11/> <http://www.cityofcharleston.org/get-involved/education> |

**Sample Health Teaching Project**

The community project assignment involves the application of the nursing process to a community via teamwork. This learning activity includes the assessment of a community need, the planning and implementation of an intervention addressing a diagnosed problem, and an evaluation of the outcomes of that intervention. Health promotion/disease prevention is the major focus of community health nursing. As a senior-level assignment, this project should be developmentally age appropriate and demonstrate the use evidence-based practice (e.g., epidemiology, biostatistics, & applied research), as well as an understanding of the cultural dimensions of care delivery, health systems, the ten essential services of public health, media communications, and teaching-learning principles. Your instructor will provide details of your specific project.

Some ideas for community projects include:

1. Assess a community/population/aggregate for an organization or community group
   * Produce an “annual snapshot” of populations or population disparities
   * Produce a document giving the costs of services at various locations (drugs, supplies, services)
   * Survey a targeted population about needs & analyze/present the results
   * Plan, implement & evaluate a focus group or community forum
   * Interview a targeted population for a specific purpose & report results
   * Prepare a targeted environmental assessment report
2. Helping to build communities through mobilization/linking
   * Canvas neighborhoods for community purposes
   * Actively participate on community committees
   * Make a directory of available services
   * Survey providers for the services they offer
   * Write a grant
3. Participating in and improving the provision of direct care
4. Inform, educate & empower through
   * Classes/instruction
   * Clients
   * Parents
   * Teachers
   * Classroom
   * After-school programs, early childhood programs
   * Community groups
   * Posters
   * Independent learning units
   * Teaching plans for children/parents/teachers
   * Staff In-services
   * Health fairs
   * Tutoring/mentoring programs
   * Provide health services in the home
   * Plan, provide & evaluate targeted primary care and/or public health services (physical assessment, immunizations, screening, directly observed therapy)
   * Review meds, identify health promotion opportunities
   * Design/improve clinics targeted to chronic health problems
   * Provide screening for head lice, vision/hearing, scoliosis
   * Develop protocols for schools or organizations
   * Emergency Response
   * Specific disease processes: asthma, diabetes
   * Wellness committees

**FINAL COMMUNITY HEALTH ASSESSMENT PRESENTATION EVALUATION RUBRIC**

**Directions:** Guided by the Community-as-Partner (CAP) model (Anderson & MacFarlane, 2008), students will put together a final community health assessment power point presentation. Students may use the following tips identified by Stephanie Evergreen cited in (Schoon et al., 2019) to design effective presentations:

* Less is more: Use text for critical information only.
* The emotional side: Use meaningful, relevant visual elements that engage your audience’s emotions.
* Place graphics in the right direction: Place text and images so that the reader’s eyes follow the direction of the graphic toward the text.
* Add a pop of color: Minimize cognitive overload and emphasize key content with strategic use of color.
* Choose the right chart: Bar and line charts are more effective options than angular pie charts.
* Use clear data labels and descriptive subtitles: The easier your data and graph’s key points are to digest with properly labeled descriptions, the clearer your data story becomes.
* Hand it to them: Use a handout to give your audience just what they need.

# Students should refer to the Final Presentation Grading Rubric to determine the components of the presentation.

Source:

Schoon, P. M., Porta, C. M., & Schaffer, M. A. (2019). *Population-based public health*

*clinical manual: The Henry Street model for nurses (3rd Ed*.) Sigma. **ISBN:** 9781945157752 Anderson, E. T., McFarlane, J. (Eds.). (2008). Community as Partner: Theory and Practice in

Nursing. Philadelphia, PA: Lippincott Williams & Wilkins.