

**PRACTICE TOOL #1 : COMMUNITY/POPULATION AS CLIENT  
COMMUNITY ASSESSMENT –  
Windshield Survey, Focus Groups, Surveys, Key Informant Interviews**

<b>Windshield/Walking Survey (Neighbourhood surrounding placement)</b>	<b>Information gathered</b>
<b>Community Core</b>	
1. <b>Geographic Boundary:</b> what is the neighbourhood area? (From City of London website - use the same area for community statistics)	
2. <b>History:</b> what can you glean by looking (eg. old, established neighbourhood, new subdivision), learn about the history of the community	
3. <b>Demographics:</b> what sorts of people do you see? Young? Old? Homeless? Alone, families	
4. <b>Ethnicity:</b> Do you note indicators of different ethnic groups eg. Restaurants, festivals?, what signs do you see of different cultural groups?	
5. <b>Values and beliefs:</b> Are there churches, mosques, temples? Are there signs of diversity? Are the lawns cared for? With flowers, gardens, signs of art? Culture, heritage? Historical markers?	
<b>Subsystems</b>	
1. <b>Physical Environment:</b> how does the community look? What do you note about air quality, flora, housing, space, green areas, animals, people, natural beauty, water, climate? physical environment of the community and the community setting considering air quality, housing type – rented & owned, sanitation, condition of building, accessibility	
2. <b>Health and Social Services:</b> Health services like hospitals, physician offices, dentists, public health, and home health agencies. Social services like social assistance, food banks, child care, shelters.	
3. <b>Economy:</b> Is it thriving community? Are there industries, stores, places for employment? Where do the people shop? Are there signs that people can find employment? Are there signs of thrift stores, pawn shops and other services for people with money issues? How active are the food banks?	
4. <b>Transportation and Safety:</b> How do people get around? What types of private and public transportation is available? Do you see buses, bicycles, taxis? Are there sidewalks, bike trails? Is getting around in the community possible for people with disabilities? What types of protective services are there? Eg. fire, police, what types of crimes are	

committed? Do people feel safe? Are the roads safe? What is the traffic like?	
5. <b>Politics and Government:</b> Are there signs of political activity? Eg. posters, meetings? What party affiliation predominates? What is the government jurisdiction of the community? Are people involved in the decision making in their local government unit?	
6. <b>Communication:</b> Are there common areas where people gather? what newspapers do you see in the stands? Do people have TVs, cell phones etc? what do they listen to? What are formal and informal means of communication?	
7. <b>Education:</b> Are there schools, university, technical institutions, art education in the area? How do you they look? Are the libraries? Is there a local school board? Are there adult education and ESL programs available?	
8. <b>Recreation:</b> where do children play? What are the major forms of recreation? Who participates? What faculties for recreation do you see? Are they in good order or disrepair? What about performing arts and social and other leisure activities? Museums, zoos, sports teams?	
<b>Perceptions</b>	
1. <b>Residents:</b> how do people feel about the community? What do they identify as its strengths? Problems? Ask people from different groups? (old, young, service workers, professional, clergy, parents)	
2. <b>Your perceptions:</b> General statements about the “health” of this community. What are it strengths? What community or population-level problems or potential problems can you identify? Who are the gatekeepers to the community and/or population of interest? Whoa are the champions that might support your work? Who in the community might partner in the process? Where will there be resistance?	
<b>Other Community Assessment tools</b> <b>A. School Health Checklists</b> 1. Healthy Eating and Active Living (HEAL) School Health Checklist 2. School Health Checklist (Environment) <b>B. Workplace Health</b> <a href="http://www.projecthealth.ca/understanding-workplace-health/needs-assessmentsurvey-tools">http://www.projecthealth.ca/understanding-workplace-health/needs-assessmentsurvey-tools</a>	
<b>FOCUS GROUP</b> (eg. students, parents)	
<b>Key Questions (to be developed by the group)</b>	

<b>SURVEY FINDINGS</b> (eg. teachers, parents, staff)	
<b>Key Questions (To be developed by the group)</b>	
<b>KEY INFORMANT INTERVIEWS</b> ( eg community preceptor, etc)	
<b>Key Questions (To be developed by the group)</b>	

References:

Canadian Association of Schools of Nursing. (2014). *Entry-to-practice public health nursing competencies for undergraduate nursing education*. Ottawa, ON

Community Health Nurses of Canada, (2011). *Canadian Community Health Nursing Professional Practice Model & Standards of Practice*. Toronto, ON

Vollman Robinson, A., Anderson, E., & McFarlene, J. (2012). *Canadian Community As Partner: Theory & Multidisciplinary Practice*. Philadelphia, PA: Wolters Kluwer health/Lippincott. P 235-236.