# **Community Assessment & Windshield Walkability Survey**

# **powerpoint presentation (100 points)**

The purpose of this assignment is for you to conduct a community assessment and create a powerpoint presentation of your findings.

* Analyze your county’s data for populations at risk
* Compare your county’s risks to HP 2020 goals
* Conduct a windshield/walkability assessment on a school’s walking environment
* Recommend a MN PH intervention to promote physical activity in school-age children

Imagine you are your county's new Public Health Nursing director, and you are conducting a community assessment.  The ppt you will create is for a presentation to your community's political leaders, concerned citizens, school parents.

**The below video covers Slides 0 - 6. (Hover over top right corner of slide to 'pop-out' full screen.)**

Begin your community assessment, review each of the slide requirements below.  Link to the website and follow the slide directions carefully.  Use the following ppt template to build your ppt presentation.  You may change the template style, color, font, as long as you keep them in the same order.  Insert photos (images) to 'liven' up your ppt for your audience:

# Link here for the ppt template to use: [PPT template for Combined Community & windshield assessment.pptx](https://uwf.instructure.com/courses/14247/files/2934177/download?wrap=1)

**SLIDE I:**

**Link to the following websites** to read the purpose of a Community assessment:  <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/community-report-cards/main>

[(Links to an external site.)](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/community-report-cards/main)

a.     Go to the US Census Bureau Website and enter your county and state:<http://www.census.gov/quickfacts/table>

[(Links to an external site.)](http://www.census.gov/quickfacts/table)

  Select your state, then county. **MIAMI, FL**

Review and compare carefully your county’s demographic data to the state and US.

b.  Go to your city/county’s tourist or Chamber of Commerce website.  Read the introduction and history to your community

**Using the above information,**

Introduce your county **(Miami-Dade County)** Include geographic location, overall description of whether rural, urban, and, one or two interesting facts.  Also include:

* County's population,
* distribution of races (highest three),
* median household income,
* % living in poverty,
* % High school and % Bachelor education,
* % of total population > 16 y/o employed,
* a map (image) showing where in the state your county is situated.

**SLIDE 2 :**

**[Link to the following website](http://www.countyhealthrankings.org/)**[to learn about](http://www.countyhealthrankings.org/)**[county health rankings.](http://www.countyhealthrankings.org/)**

[(Links to an external site.)](http://www.countyhealthrankings.org/)

  Enter your community’s county and state :    Click on your state, >  Compare Counties” >   Review your county’s health outcomes.

1.     Compare your county's health *outcomes* and health *indicators* to your (a) state and the (b) US top performers in the table (you’ll see US and state comparisons with your county).

**Select Two (2) positive health indicators** (i.e. county has less smoking, or, fewer premature deaths than state and national average. ) If your county has not positive health indicates, state this.

* Provide descriptions of each (positive) health indicator (found on county healthranksing.org website > click on blue health indicator link).
* Provide 2-3 sentence comparing the positive indicators, as they relate to the state and US.

**Slides 3 & 4**

**Select  four (4)  of your community’s most concerning (troubling)** *health indicators* that are worse than the state and US.  Choose among the health, social or economic indicators.  (i.e., see  ppt table to use).

* Provide a description of each of the four(4) indicators (link on ‘blue’ health indicators in *County Health Rankings* table that will take you to *definitions* and *descriptions for*each.)
* Provide thorough comparison (2-3 sentence) of each (negative) health indicator as compared to the State and US top performer.

**Slide 5**

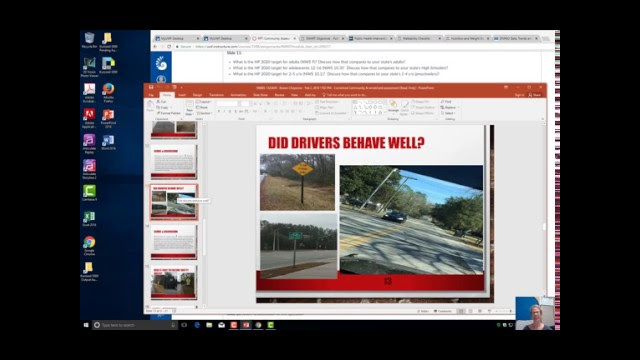
**Analysis of Most Urgent Indicator:**From these four (4) concerning  health indicators you selected for your community,

* **Choose the one most urgent indicator**.  Explain why, of the 4 problem health indicators you report, you believe this one is the most urgent.

**Slide 6:**

* **Which Healthy People 2020** goal /objective (one) does this problem health indicator address?  Briefly define the goal.  Link here for HP 2020 goals and  objectives: [**http://www.healthypeople.gov/2020/topicsobjectives2020/default (Links to an external site.)**](http://www.healthypeople.gov/2020/topicsobjectives2020/default)

**The below video covers Slide 7 - 22.  (Hover over top right corner of slide to 'pop-out' full screen.)**



Displaying Fall4636\_2nd\_video\_PPT\_Community\_assessment.mp4.

**Slide 7:**

**Aggregate populations  at risk for overweight/obesity.**

The slide 7  will focus on specific *aggregate* (i.e. sharing a common problem or characteristic) populations in your community; specifically, the *pre-school-age, high school and adult population at-risk for obesity*.  These data are reported on the State level.

**(Use Slide #7 table for the following state information as well as HP 2020 information)**

1. [(Links to an external site.)](https://stateofobesity.org/states/)[Clink here and open the Nutrition, Physical Activity, and Obesity: Data, Trends and Maps (DNPAO) CDC (Links to an external site.)](https://www.cdc.gov/nccdphp/dnpao/data-trends-maps/index.html)
2. Identify your state obesity rates for (a) adult, (b) high school (adolescent), and (c) 2-4 y/o (pre-schoolers) obesity percentages.
3. Add these percentages into the Slide #7 table.

**Slides 8, 9,10**

* From the same link above, take screenshots of each aggregate age group's graph showing "all available years" for obesity trend over time. Include identifying information at the bottom of the graph. Add these graphs to
  + Slide 8 (pre-schoolers),
  + Slide 9 (adolescents/ high schoolers),
  + Slide 10 (adults). of graphs.

For example of these slides,  [link and view here for example from the state of West Virginia](https://uwf.instructure.com/courses/14247/files/2934183/download?wrap=1)

**Slide 11 and slide 7 table:**

**Discussion**: How do your populations compare to Healthy People 2020 goals/objectives?  The ages don't exactly align, but follow the directions. Link to:    > <https://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives>

[(Links to an external site.)](https://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives)

  > Nutrition and Weight Status (NWS) > Nutrition & Weight Status > NWS 9, > NWS 10.1, > NWS 10.3

**Slide 7 table:**  from the HP 2020 website above, complete the column for "HP 2020 target goal for % obese."

**Slide 11:**

* What is the HP 2020 target for adults (NWS 9)? Discuss how that compares to your state's adults?
* What is the HP 2020 target for adolescents 12-16 (NWS 10.3)?  Discuss how that compares to your state's *High Schoolers*?
* What is the HP 2020 target for 2-5 y/o (NWS 10.1)?  Discuss how that compares to your *state's 2-4 y/o (preschoolers)*?

**Slides 12 -22**

**Windshield walkabilty survey photos  (take at least 5 photos + 5 score discussion slides)**

* Link here to the Walkability survey pdf: [link here for walkability survey](https://uwf.instructure.com/courses/14247/files/2934442/preview), download as pdf.
* As the PH nurse, assess walking safety of a selected school (choose any public school).
* At this school,  conduct a windshield walkability survey of school’s walking environment for safety.
* Take photos that explain the survey criteria of each item **(avoid photos of people's faces for privacy reasons)**
* Score and discuss each criteria.

**Slide 12:**

**Select a public school of convenience in your county to conduct a windshield/walkability assessment.**

* Introduce the school (city, grade levels, # children attending) and a photo (no faces for privacy reasons).

**On the following 10 slides,** complete the walkability survey and score it (see survey link above).

* **For headings**, use the 5 survey questions  on the slides.  Take photos of each of the five (5) walkability categories that illustrates your  category responses.  Insert the photos onto the slides.
* **Score and discussion slides:**  After each of the 5 category photos,  describe the ‘Score & discussion’ slide thoroughly.  i.e., describe the category scores/answers as seen in the picture.

**Slide 13:** (Photo)  Did you have room to walk?

**Slide 14** (score & discussion of the question (i.e., discuss ‘Did you have room to walk?’)

**Slide 15:**  Was it easy to cross the street?

**Slide 16:**  discussion of the question (i.e., discuss ‘was it easy to cross the street?’)

**Slide 17**:  Did drivers behave well?

**Slide 18**(score & discussion of the question)

**Slide 19**Was it easy to follow safety rules?

**Slide 20**(Score & discussion of the question

**Slide 21**Was the walk pleasant?

**Slide 22** (Score & discussion of the question …)

**Slide 23:    Final walkability score  & conclusion:** Add up your category ratings (see survey) and describe how your school ‘stacked up.’  As a Public Health nurse, what is your conclusion about children’s safety if walking to school?   How strongly would you recommend this walking environment as a good physical activity opportunity when going to and leaving from school?

**Slide 24:  MN PH Intervention:**

Think of a *MN PH Intervention* you recommend as the next step to promote walking opportunities for the students.   (read module lesson content on MN PH Intervention wheel, your textbook, and also,

[Link here for pdf with definitions of the seventeen (17) PH interventions.](https://uwf.instructure.com/courses/14247/files/2934179/download?wrap=1)

Name the specific MN PH intervention you recommend.  What level the intervention is (Systems, community, individual/family)?

(i.e.  Say the school scored low on the walkability assessment.  Then, a PHN might choose:  *Community Organizing* as the MN PH intervention at the *Community level*:  i.e.

* PHN will organize a planning meeting with School and county stakeholders.
* The intervention level is *community-level*, since the *community organizing* intervention *"is to work together to identify common problems, mobilize resources and develop strategies for a specific project..."*  *It is directed toward the school age children, and other community members who would use the trail.*  (accessed: [http://www.people.vcu.edu/~elmiles/interventions/ (Links to an external site.)](http://www.people.vcu.edu/~elmiles/interventions/)).

Good public health practice requires strong objectives in order to monitor progress toward achieving goals and outcomes.  Define a simple SMART intervention plan.  Review the following pdf file that briefly explains how to write this.  For examples, scroll down the page to a table:    [Download this pdf: How to write SMART objectives](https://uwf.instructure.com/courses/14247/files/2934317/preview)

Define your intervention as:  specific, measurable, achievable, relevant and time-limited.  One sentence that includes all SMART elements is all that is needed.  State your plan as a *SMART* plan:  (*Specific, Measurable, Achievable, Realistic,  Time-scaled) in 2-3 sentences.  i.e.,*

* *Specific:  A committee will be formed to include:  State transportation officials, County commissioners, school officials, CSX RR lawyer, Mayor, Public Health RN.  Committee will meet monthly to create a multi-use rail-trail that goes by the school.*
* *Measureable:  They will define a 2-mile rail-trail route behind the school,*
* *Achievable:  using abandoned RR right-of-ways*
* *Realistic:  that will be graveled and*
* *Time-scaled:  ready for use in 9 months.*

**Slide 25:  References slide**List all references used for this ppt project  Use APA format order (authors, date, title, etc.).  The hanging indentations do not set in some PPT editions.  No penalty if margins do not set in APA hanging indentations.