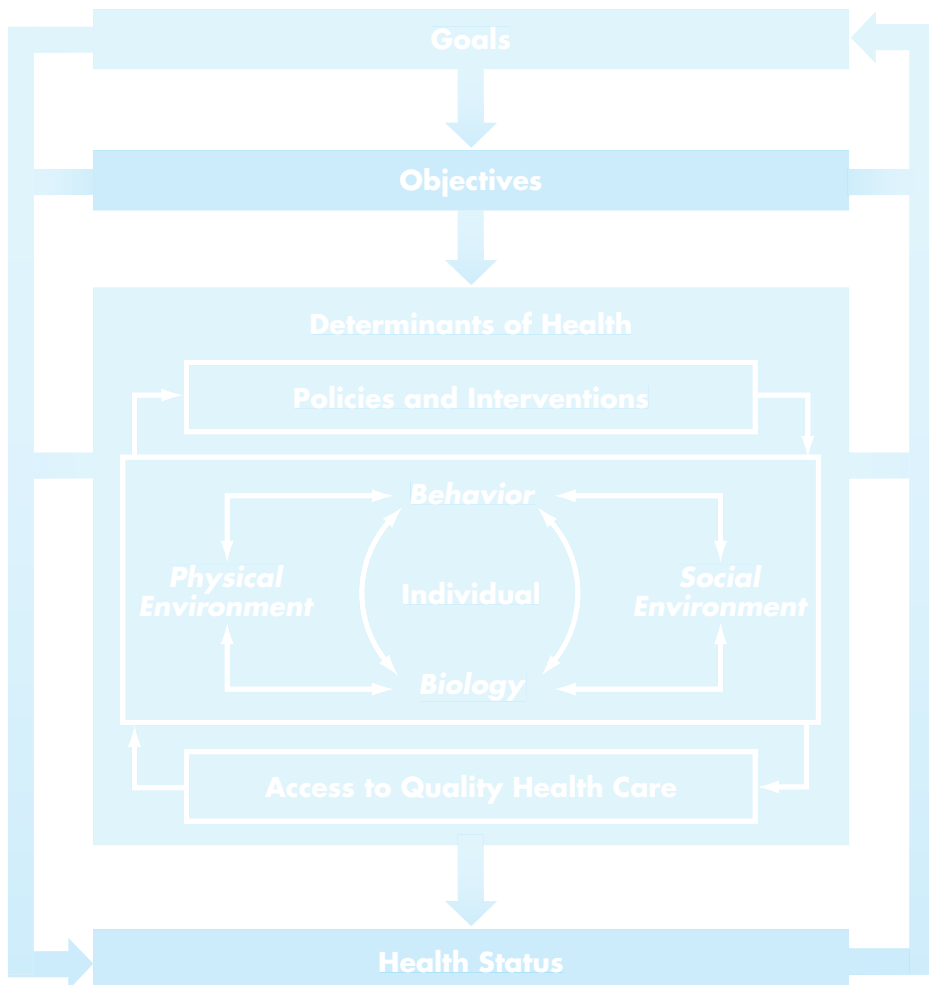# APPENDIX

PUBLIC HEALTH NURSING ASSESSMENT TOOL

DESIGNED BY
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Suggestions for table use:

1. Read all horizontal and vertical columns. These will give cues about the key questions to ask.
2. Fill in the vertical column for each table that requests information on the Seven A's. When filling in these boxes, include the most pertinent information that you feel informs the assessment.
3. When completing Part I, Section 6: Access to Care, you will note that it is a summary of the work that you did throughout Part I. Reflect on this information to arrive at your decisions pertaining to access to care.
4. In some instances you need to consider collecting data on multiple years to identify trends. You can duplicate these tables and use them to collect the data on different years, such as the 1990 and 2000 censuses, or the upcoming 2010 census.
5. Remember, this is a working document that you, the public health nurse, can adjust and revise to meet the needs of the community being assessed. The collection of data is more important than filling in the boxes or cutting and pasting information from the Web site. You may need to compile additional data in a particular area, depending what you learn as you go. For example, you may fill in the boxes about the number of schools in a community, but you may also want to know the number of students per faculty member, if that was cited as a concern by a community collaborator.

PART I: DETERMINANTS OF HEALTH

Section 1. Biology

"**Biology** refers to the individual's genetic makeup (those factors with which he or she is born), family history (which may suggest risk for disease), and the physical and mental health problems acquired during life. Aging, diet, physical activity, smoking, stress, alcohol or illicit drug abuse, injury or violence, or an infectious or toxic agent may result in illness or disability and can produce a "new" biology for the individual" (U.S. DHHS, 2000, p. 19).

A. Assessment: In this section, when appropriate, the public health nurse will include an assessment of the **individual** and **family**. Include the genogram and ecogram.

B. Population

	Census track	Community	County	State
Population at last census				
Population density				
Population changes in the last 10 years				

Sources of evidence: _____

C. Age

Years (include years as per data)	Census track		Community		County		State	
	#	%	#	%	#	%	#	%

Sources of evidence: _____

D. Race

	Census track		Community		County		State	
	#	%	#	%	#	%	#	%
White								
Black/ African American								
Hispanic								
Asian								
Native American								
Other								

Sources of evidence: _____

E. Gender

	Census track		Community		County		State	
	#	%	#	%	#	%	#	%
Female								
Male								

Sources of evidence: _____

Section 2. Behaviors

"**Behaviors** are individual responses or reactions to internal stimuli and external conditions. Behaviors can have a reciprocal relationship to biology; in other words, each can react to the other. For example, smoking (behavior) can alter the cells in the lung and result in shortness of breath, emphysema, or cancer (biology) that then may lead an individual to stop smoking (behavior). Similarly, a family history that includes heart disease (biology) may motivate an individual to develop good eating habits, avoid tobacco, and maintain an active lifestyle (behaviors), which may prevent his or her own development of heart disease (biology)" (U.S. DHHS, 2000, p.19).

In this section the public health nurse will consider:

- What does your assessment of the individual client tell you about your individual client's behavior?
- What types of choices does he or she make?
- How do family members help your client make healthy choices or not help him or her make healthy choices?
  - Exercise
  - Diet
  - Sleep/rest
  - Stress reduction
- How does the community support healthy choices or not?
  - Smoking bans in restaurants
  - Vending machines in schools with healthy choices
  - Recreational spaces for populations

A. Employment

	Number in census track	Number in community	Number in county	Number in state
Employed persons				
Unemployed persons				

Sources of evidence: _____

B. Leading Industries in the Community (*Name at least 2*)

Name	Address	Type	Number employed

Sources of evidence: _____

C. Family Income (*Percent of population*)

	Census track	Community	County	State
$0–5,000				
$5,000–9,999				
$10,000–14,000				
$15,000–24,999				
$25,000–34,999				
$50,000–64,000				
$65,000–79,000				
$80,000 or more				
	100%	100%	100%	100%

Sources of evidence: _____

D. Educational Level of People Over 25 Years of Age (*Percent of population*)

	Census track	Community	County	State
9th grade and below				
High school graduate				
Some college				
College graduate (Associate and Baccalaureate)				
Median number of years completed				

Sources of evidence: _____

Section 3. Physical Environment

"**Physical environment** can be thought of as that which can be seen, touched, heard, smelled, and tasted. However, the physical environment also contains less tangible elements, such as radiation and ozone. The physical environment can harm individual and community health, especially when individuals and communities are exposed to toxic substances; irritants; infectious agents; and physical hazards in homes, schools, and worksites. The physical environment also can promote good health, for example, by providing clean and safe places for people to work, exercise, and play" (U.S. DHHS, 2000, p. 19).

In this section the public health nurse writes a brief narrative description of the community including the topography, climate, history, and boundaries. This is where you should do a windshield survey. Include the reason for selecting this community and your impressions of the physical environment of this community.

a. Topography and climate
   Terrains
   Climate—seasonal variations in temperature, humidity, and rainfall
   Unusual topographical features
b. History of community
   Write a brief historical account of the selected community
c. Boundaries
   Geographical boundaries
   State
   County

Community district board
Village
Census track

d. Reports of toxic substances or exposure to other environmental hazards, such as lead and carbon monoxide.
e. Home assessment of individual, client, and family (if applicable)
f. Identify what you observed with regard to the following:
- Waste disposal, sanitation, litter
- Air quality, incinerators
- Stagnant water
- Insects, rodents
- Stray dogs and cats
- Signs of decay
- Limited open spaces for recreation
- Quality of food (e.g., open food stands with insects, expiration dates on canned foods outdated)
- Condition of roads, sidewalks, playgrounds, public spaces, parks
- Other observations of the physical status of the community indentified in your windshield survey

A. Sanitation

Service	Description of services (*Include whether it is community based, state, or national*)	Analysis of the Seven A's
Water supply		
Sewage supply		
Solid waste disposal		
Provisions or laws for recycling		
Air contaminants		
Vector control programs for deer, ticks, rabid animals, rodents		
Other		

Sources of evidence: _____

Section 4. Social Environment

"**Social environment** includes interactions with family, friends, coworkers, and others in the community. It also encompasses social institutions, such as law enforcement, the workplace, places of worship, and schools. Housing, public transportation, and the presence or absence of violence in the community are among other components of the social environment. The social environment has a profound effect on individual health, as well as on the health of the larger community, and is unique because of cultural customs; language; and personal, religious, or spiritual beliefs. At the same time, individuals and their behaviors contribute to the quality of the social environment" (U.S. DHHS, 2000, p. 19).

A. Housing Conditions

Housing characteristics	Total number of units	Owner occupied	Renter occupied	Vacant	Housing subsidies/ homeless provisions

Sources of evidence: _____

B. Transportation

Service	Description of services (*Cost, destination of service, quality of service, condition of services and/or roads, handicap accessible*)	Analysis of the Seven A's
Train		
Bus		
Taxi including private services		
Major roads		
Minor roads		
Volunteers providing transportation		
School buses		

Sources of evidence: _____

C. Workplace

Places of employment	Description of workplace (*Professional, industry, factories, schools, town, city, county, businesses*)	What is the workplace environment for safety? What is the estimated yearly salary range of employees?

Additional questions to ask:

- Do most people who reside in the community work in the community, or do they commute?

- If they commute, what is their mode of transportation?

- What is the cost of that commute?

- What is the time of the commute?

- Does this commute impact quality of life?

Sources of evidence: _____

D. Recreational Facilities: Parks, Playgrounds, and Athletic Fields

Recreational facilities	Area served/services provided (*Cost, population served, hours, maintenance of facilities*)	Analysis of the Seven A's

Sources of evidence: _____

E. Educational Facilities

Facility	Number of public	Number of private (Religious)	Number of private (Secular)
Preschool			
Elementary			
Junior high			
Senior high			
Colleges/universities			
Early morning programs			
Recreational programs within school system			
After school programs			

Sources of evidence: _____

F. Places of Worship

Name, address, phone	Denomination	Services

Sources of evidence: _____

G. Social Services (*e.g., food and clothing banks, homeless shelters, adult day care, child care*)

Agency name, address, phone	Area served, services provided, cost of services	Analysis of the Seven A's

Sources of evidence: _____

H. Health Services (*e.g., public, acute, home care, community, long term, occupational*)

Agency name, address, phone	Area served, services provided (*Cost, hours, population served*)	Analysis of the Seven A's

Sources of evidence: _____

I. Library Services

Library name, address, phone	Area served, services provided	Analysis of the Seven A's

Sources of evidence: _____

J. Law Enforcement

Law enforcement service	Area served, services provided (*Size, equipment, response times, types of calls over the past 6 months, neighborhood programs*)	Analysis of the Seven A's
Police force		
Special services (SWAT, bomb squads, emergency response teams)		
Animal enforcement		
Senior watch patrols		
Private security		
Neighborhood watch		
Vigilante groups		

Sources of evidence: _____

K. Fire Department

Fire department stations (*Fire fighters in company, special fire forces*)	Area served, services provided (*Number of companies, equipment, response times, types of calls over the past 6 months, community programs*)	Analysis of the Seven A's

Sources of evidence: _____

L. Communication

Service	Description of services (*Include whether it is community based, state, or national*)	Analysis of the Seven A's
Television (e.g., educational, relaxation, emergency response)		
Radio (e.g., educational, relaxation, emergency response)		
Newsprint (e.g., educational, relaxation, emergency response)		
Internet/Facebook/My Space/text messaging/ Twitter (e.g., educational, relaxation, emergency response)		
Newsletters		
Bulletin Boards		
Telephone Chains		

Sources of evidence: _____

Section 5. Policy and Interventions

"**Policies and interventions** can have a powerful and positive effect on the health of individuals and the community. Examples include health promotion campaigns to prevent smoking; policies mandating child restraints and safety belt use in automobiles; disease prevention services, such as immunization of children, adolescents, and adults; and clinical services, such as enhanced mental health care. Policies and interventions that promote individual and community health may be implemented by a variety of agencies, such as transportation, education, energy, housing, labor, justice, and other venues, or through places of worship, community-based organizations, civic groups, and businesses" (U.S. DHHS, 2000, p.19).

In the table below, include organizational structure of community including political parties of leadership: governor, senators, assemblypersons, mayor, and board members, and others specific to the community under study.

A. Organizational Structure of Community
Once you collect the data below, place the data within an organizational chart that represents a visual model of the hierarchy.

- Titles

- Names

- Method of contact

- Initiatives supported in the past and presently

- Interview one of the above officials or go to a town board meeting

Sources of evidence: _____

B. Political Issues in the Community

Political issues	Action/policy taken

Section 6. Access to Care

"The health of individuals and communities also depends greatly on **access to quality health care**. Expanding access to quality health care is important to eliminate health disparities and to increase the quality and years of healthy life for all people living in the United States. Health care in the broadest sense not only includes services received through health care providers but also health information and services received through other venues in the community" (U.S. DHHS, 2000, p. 20).

A. Assess the Seven A's

	Describe	Identify as a problem statement
Is the individual, family, or population *aware* of their needs and services available in the community?		
Can the individual, family, or population gain *access* to the services they need?		
Are services *available* and convenient for the individual, family, or population in terms of time, location, and place for use?		
How *affordable* is the service for the individual, family, or population?		
Is the service *acceptable* to the individual, family, or population in terms of choice, satisfaction, and congruency with cultural values and beliefs?		
How *appropriate* is the service for the individual, family, or population, or is there a fit?		
Is there *adequacy* of service in terms of quantity or degree for the individual, family, or population?		

Sources of evidence: _____

PART II: ANALYSIS OF HEALTH STATUS

"To understand the health status of a population, it is essential to monitor and evaluate the consequences of the determinants of health. . . .

The health status of the United States is a description of the health of the total population, using information representative of most people living in this country. . . .

Health status can be measured by birth and death rates, life expectancy, quality of life, morbidity from specific diseases, risk factors, use of ambulatory care and inpatient care, accessibility of health personnel and facilities, financing of health care, health insurance coverage, and many other factors. The information used to report health status comes from a variety of sources, including birth and death records; hospital discharge data; and health information collected from health care records, personal interviews, physical examinations, and telephone surveys" (U.S. DHHS, 2000, p. 21).

A. Vital Statistics

	Census track		Community		County		State	
	#	%	#	%	#	%	#	%
Live births								
General deaths								

Source of evidence: _____

B. Communicable Diseases (*Top 10*)

Census track	Community	County	State

Source of evidence: _____

C. Noncommunicable Diseases (*Top 5*)

Census track	Community	County	State

Source of evidence: _____

D. Leading Causes of Death (*Top 10*)

Census track	Community	County	State

Source of evidence: _____

PART III: PRIORITIZE PUBLIC HEALTH ISSUES

A. Issues (*In order of priority*)

Issues	Targeted population	Short-term goal(s)	Long-term goal(s)

PART IV: PLAN, IMPLEMENT, AND EVALUATE INTERVENTION USING MINNESOTA INTERVENTION STRATEGIES

A. Population-Based Public Health Intervention Strategies and Levels of Practice *(Select the intervention strategy that is most appropriate with the assessment findings.)*

Interventions	Levels of practice			
	Individual, family	Community	System	Outcome evaluation
Surveillance				
Disease and health event investigation				
Outreach				
Screening				
Case-finding				

Interventions	Levels of practice			
	Individual, family	**Community**	**System**	**Outcome evaluation**
Referral/ follow-up				
Case management				
Delegated functions				
Health teaching				
Counseling				
Consultation				
Collaboration				
Coalition building				
Community organizing				
Advocacy				
Social marketing				
Policy development and enforcement				

PART V: REFLECTION

A. Reflect on Information Learned During Public Health Nursing Assessment
(Keep an ongoing journal throughout the assessment process.)

Date	Reflection