

Rubric for Community Windshield Survey and Nursing Intervention

	Outstanding (100-90)	Satisfactory (89-80)	Unsatisfactory (79-0)	Pts
Introduction	Student provides a clear and concise introduction of the purpose of the paper. All paper sections are outlined in the introduction.	Student provides an introduction for the purpose of the paper. Most paper sections are outlined in the introduction.	Student does not provide a purpose of the paper. No paper sections are outlined in the introduction.	2
Negative Health Indicator and Targeted Population	Student identifies a negative health indicator by examining available reports and statistical data for the chosen county. Student clearly identifies a targeted population and provides relevant demographic information (age, gender, race/ethnicity, income, housing, and education levels). Student identifies why this negative health indicator is a priority public health concern. Statistical data and scholarly nursing literature are used throughout and support information provided.	Student identifies a negative health indicator by examining available reports and statistical data for the chosen county. Student identifies a targeted population and provides some relevant demographic information (age, gender, race/ethnicity, income, housing, and education levels). Student identifies why this negative health indicator is a priority public health concern. Some statistical data and scholarly nursing literature are used.	Student identifies a negative health indicator by examining available reports and statistical data for the chosen county. Student identifies a targeted population but does not provide relevant demographic information (age, gender, race/ethnicity, income, housing, and education levels). Student does not identify why this negative health indicator is a priority public health concern. Little statistical data and scholarly nursing literature are used.	7
Nutrition for Targeted Population	Student demonstrates use of the USDA Food Insecurity Atlas and Windshield Survey to discuss the levels of food insecurity and income status of targeted population. Student discusses two methods of how the availability or lack of nutrition affects the targeted populations' ability to address the negative health indicator. Student supports comments with scholarly literature.	Student demonstrates use of the USDA Food Insecurity Atlas and Windshield Survey to discuss the levels of food insecurity and income status of targeted population. Student discusses one method of how the availability or lack of nutrition affects the targeted populations' ability to address the negative health indicator. Student supports comments with some scholarly literature.	Student discusses the levels of food insecurity and income status of targeted population but does not discuss where they found this information. Student does not discuss how the availability or lack of nutrition affects the targeted populations' ability to address the negative health indicator. Little scholarly literature is used.	6
Access to Health Resources	Student discusses the availability of two health resources specific to the negative health indicator for the targeted	Student discusses the availability of one health resource specific to the negative health indicator for the targeted	Student discusses the availability of one health resource specific to the negative health indicator for the	5

	population. The student discusses two challenges for each health resource to be accessed by the targeted population. The student identifies two challenges to improve health of the targeted population based on ability to access health resources. Student supports information with scholarly literature and statistical data.	population. The student discusses one challenge for the health resource to be accessed by the targeted population. The student identifies one challenge to improve health of the targeted population based on ability to access health resources. Student supports information with some scholarly literature and statistical data.	targeted population. The student does not discuss a challenge for the health resource to be accessed by the targeted population. Little scholarly literature and statistical data is used to support statements.	
Cultural or Spiritual Practices	Student clearly identifies three cultural and/or spiritual practices of the targeted population that contribute to the negative health indicator or can help improve the wellness of the population. Student supports statements with scholarly literature.	Student identifies two cultural and/or spiritual practices of the targeted population that contribute to the negative health indicator or can help improve the wellness of the population. Student supports statements with some scholarly literature	Student identifies one cultural and/or spiritual practice of the targeted population that contributes to the negative health indicator or can help improve the wellness of the population. Student supports statements with little scholarly literature	5
Community Resources	Student discusses a minimum of three community resources available to the targeted population that can help to improve the populations' health and wellbeing. Student clearly identifies access criteria (does the client need insurance and what type, geographic location, US citizen or permanent resident or can the population served be undocumented, age, gender, and so on), how easy it is for the population to access the resource, and how would the nurse refer the client to the resource (form, phone call, needs a provider referral). Resource information is cited and referenced.	Student discusses two community resources available to the targeted population that can help to improve the populations' health and wellbeing. Student identifies how the nurse would refer the client to the resource, and access criterion (does the client need insurance and what type, geographic location, US citizen or permanent resident or can the population served be undocumented, age, gender, and so on) <u>OR</u> how easy it is for the population to access the resource. Resource information is cited and referenced.	Student discusses one community resources available to the targeted population that can help to improve the populations' health and wellbeing. Student identifies access criterion (does the client need insurance and what type, geographic location, US citizen or permanent resident or can the population served be undocumented, age, gender, and so on) <u>OR</u> how easy it is for the population to access the resource. Resource information is not cited and referenced.	6
Health Education or Health Promotion Activity	Student clearly describes the <i>Healthy People 2030</i> objective that addresses the negative health indicator. Student uses scholarly literature to identify a nursing evidence-based practice health	Student describes the <i>Healthy People 2030</i> objective that addresses the negative health indicator. Student uses some scholarly literature to identify a nursing evidence-based practice health	Student describes the <i>Healthy People 2030</i> objective that addresses the negative health indicator. Student uses some scholarly literature to identify a nursing evidence-based practice health	8

	education or health promotion activity that addresses the <i>Healthy People 2030</i> objective, negative health indicator, and targeted population. The student discusses how the health education/ health promotion activity would meet the health literacy needs of the targeted population, address gaps identified during the Windshield survey and <u>two</u> methods that resource or information needs are met for the targeted population, and what interdisciplinary members and/or community resources would be used to provide the health education/health promotion activity. The discussion is well supported by the nursing literature.	education or health promotion activity that addresses the <i>Healthy People 2030</i> objective, negative health indicator, and targeted population. The student discusses <u>two</u> of the following: 1, How the health education/ health promotion would meet the health literacy needs of the targeted population; 2. Address gaps identified during the Windshield survey and <u>two</u> methods that resource or information needs are met for the targeted population; and 3. What interdisciplinary members and/or community resources would be used to provide the health education/health promotion activity. The discussion has some nursing literature.	education or health promotion activity that addresses the <i>Healthy People 2030</i> objective, negative health indicator, and targeted population. The student discusses <u>one</u> of the following: 1, How the health education/ health promotion would meet the health literacy needs of the targeted population; 2. Address gaps identified during the Windshield survey and <u>two</u> methods that resource needs are met for the targeted population; and 3. What interdisciplinary members and/or community resources would be used to provide the health education/health promotion activity. The discussion has little nursing literature.	
Conclusion	The student provided a concise summary of the sections of discussion in the paper. No new information is introduced in the conclusion.	The student provided a summary of most sections of discussion in the paper. No new information is introduced in the conclusion.	The student does not provide a summary of the discussions in the paper. New information is introduced in the conclusion.	2
Appendix Table	The student includes in the Appendix table resources, or lack of, on nutrition, accessibility of health services, cultural and/or spiritual supports and information on a minimum of three Windshield components specific to the negative health indicator and targeted population (see Guidelines for list). All information is cited and referenced.	The student includes in the Appendix table resources, or lack of, on nutrition, accessibility of health services, cultural and/or spiritual supports and information on two Windshield components specific to the negative health indicator and targeted population (see Guidelines for list). Most information is cited and referenced.	The student includes in the Appendix table resources, or lack of, on nutrition, accessibility of health services, cultural and/or spiritual supports and information on one Windshield component specific to the negative health indicator and targeted population (see Guidelines for list). Little information is cited and referenced	5
APA Formatting	There are 0-2 APA format errors in the text, title page, and reference page(s). Citations were correctly formatted. Headers and Running head were correctly formatted. Heading levels were used appropriately throughout the paper	There are 3-4 APA format errors in the title page, text, or reference page(s). There were 2-4 citation errors. Headers were placed in the document. Some headings were used appropriately. Three non-assigned nursing scholarly	There are more than 4 APA format errors in the text, title page, or reference page(s). Citations were incorrect throughout the paper. Headers were missing and headings were missing. Less than three non-	2

	and were in correct sequence. A minimum of three non-assigned nursing scholarly articles published in the last five years were used.	articles published in the last five years were used.	assigned nursing scholarly articles published in the last five years were used.	
Writing Mechanics	0-1 exceptions to the rules of grammar, spelling, word usage, and punctuation, and the writing style of the APA 7th ed. Active writing was used throughout the document. The paper was within the page limit.	2-4 exceptions to the rules of grammar, spelling, word usage, and punctuation, and the writing style of the APA 7th ed. There was minimal passive writing in paper. The paper was within the page limit.	5 or more exceptions to the rules of grammar, spelling, word usage, and punctuation, and the writing style of the APA 7th ed. Passive writing was used throughout paper. The paper was outside the page limit.	2
Total				160