

Position Title:	Home Visitation Intake Specialist/Parenting Coach				
Working Title:	Home Visitor				
Agency Unit:	HFA		Reports to:	HFA Supervisor	
Employment Status:	.8 FTE HFA	Pay Grade:	12.50-16.00	FLSA Status:	Non exempt

Position Summary: The Intake Specialist/Parent Coach is responsible for assessment of potential clients for eligibility in the program and subsequently maintaining regular and long term contact and support with families.

Essential Duties: Follow the Healthy Families of America model to implement evidence based home visitation using Growing Great Kids curriculum by doing the following:

1. Initiate prescribed home visits and maintain long-term contact/support with families (up to three years). Activity will occur primarily within the family's home and last at least one hour per visit.
2. Provide family-centered, strength-based coaching directed at establishing a trusting relationship; assist parents in optimizing the home environment; assist family in identifying and improving family support systems; increase parents independent problem solving and child advocacy skills
3. Identify and refer to other supportive agencies, including healthcare appointments, as needed.
4. Assist clients in establishing goals and plans for accomplishing them..
5. Assess normal growth and development of the target child. Screen parents for depression, violence, and parenting skills.
6. Keep accurate data base records up to date.
7. Attend and/or participate in conferences, workshops, and other training related to job functions.
8. Contribute to the work environment within PPHD with an emphasis on professional growth, teamwork and productivity.

Key Competencies:

- Public Health Sciences*
- Retrieve evidence (e.g., research findings, case reports, community surveys) from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, Morbidity and Mortality weekly Report, The World Health Report) to support decision making
 - Recognize limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability)
 - Describe the laws, regulations, policies, and procedures for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act)
 - Contribute to the public health evidence base (e.g., participating in Public health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers)

- Community Dimensions of Practice*
- Describe the programs and services provided by governmental and nongovernmental organizations to improve the health of a community
 - Recognize relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)
 - Suggest relationships that may be needed to improve health in a community
 - Support relationships that improve health in a community
 - Collaborate with community partners to improve health in a community (e.g., participate in committees, share data and information, connect people to resources)
 - Engage community members (e.g., focus groups, talking circles, formal meetings, key informant interviews) to improve health in a community
 - Provide input for developing, implementing, evaluating, and improving policies, programs, and services
 - Use assets and resources (e.g. public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community
 - Inform the public about policies, programs and resources that improve health in a community
- Analysis and Assessment*
- Describe factors affecting the health of a community (e.g. equity, income, education, environment)
 - Identify quantitative and qualitative data and information (e.g., vital statistics, electronic health records. Transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community
 - Apply ethical principles in accessing, collecting, analyzing, using maintaining, and disseminating data and information
 - Use information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
 - Collect valid and reliable quantitative and qualitative data
 - Describe public health applications of quantitative and qualitative data
 - Use quantitative and qualitative data
 - Describe assets and resources that can be used for improving the health of a community
 - Contribute to assessments of community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)
 - Explain how community health assessments use information about health status, factors influencing health, and assets and resources
- Leadership and System Thinking*
- Incorporates ethical standards of practice into all interactions with organization, communities, and individuals
 - Describe public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
 - Describe the ways public health, health care, and together organizations can work together or individually to impact the health of a community
 - Contribute to development of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)
 - Identify internal and external facilitators and barriers that may affect the delivery of the 10

Essential Public health Services

- Describe needs for professional development (e.g., training, mentoring, peer advising, coaching)
- Participate in professional development opportunities
- Describe the impact of changes (e.g., social, political, economic scientific) on organization practices
- Describe ways to improve individual and program performance

Policy Development and Program Planning

- Contribute to state/Tribal/community health improvement planning (e.g., providing data to supplement community health assessments, communicating observations from work in the field)
- Contribute to the development of program goals and objectives
- Describe organizational strategic plan (e.g., includes measurable objectives and targets; relationship to community health improvement plan, workforce development plan, quality improvement plan, and other plans)
- Contribute to implementation of organizational strategic plan
- Gather information that can inform options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)
- Describe implications of policies, programs, and services
- Implements policies, programs and services
- Explain the importance of evaluations for improving policies, programs, and services
- Gather information for evaluating policies, programs and services
- Apply strategies for continuous quality improvement
- Describe how public health informatics is used in developing, implementing, evaluating, and improving policies, programs and services

Communication

- Identify the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)
- Communicates in writing and orally, with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)
- Solicit input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community
- Suggest approaches for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)
- Convey data and information to professionals and the public using a variety of approaches
- Communicate information to influence behavior and improve health (e.g., use social marketing methods, consider behavioral theories such as the Stages of Change Model)
- Facilitates communication among individuals, groups, and organizations
- Describe the roles of governmental public health, health care, and other partners in improving the health of a community

- Cultural Competency**
- Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)
 - Describe the diversity of individuals and population in a community
 - Describe the ways diversity may influence policies, programs, services, and the health of a community
 - Recognize the contribution of diverse perspectives in developing, implementing and evaluating policies, programs and services that affect the health of a community
 - Address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community
 - Describe the effects of policies, programs, and services on different populations in a community
 - Describe the value of a diverse public health workforce

Financial Planning and Management

- Adhere to organizational policies and procedures
- Describe public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes)
- Operate programs within budget
- Describe how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)
- Motivate colleagues for the purpose of achieving program and organizational goals (e.g., participating in teams, encouraging sharing of ideas, respecting different points of view)
- Use evaluation results to improve program and organizational performance
- Describe program performance standards and measures
- Use performance management systems for program and organizational improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting *Healthy People* objectives, sustaining accreditation)

- Other**
- Participates in PPHD and community emergency response training and drills in support of public health emergency and disaster preparedness consistent with job functions.
 - Assumes responsibility for own professional growth and development by pursuing education, participating in professional committees and work groups and contributing to a work environment where continual improvements in practice are pursued.
 - Performs other duties assigned consistent with job classification.
 - Must follow and adhere to all HIPAA and PPHD confidentiality and privacy policies and practices.

Behavior Expectations: Treats other with courtesy and respect in all interactions and abides by PPHD's Guiding Principles.

Minimum Qualifications: Associate's degree with experience in public health, social work, early childhood, or related field. Exceptional interpersonal communication skills and demonstrated cultural competence are essential.

Valid Nebraska driver's license, current certificate of vehicle insurance, and access to reliable

transportation to all assigned work locations.

Knowledge, Skills and Abilities:

This position will require the following knowledge, skills, and abilities:

- The core functions and essential services of public health
- Teaching methods and techniques for presenting material and engaging a wide variety of audiences in learning experiences including but not limited to group process and facilitation: print and electronic education materials; and formal presentations using a wide range of audio visual equipment.
- Healthy Families America accreditation standards.
- Maturity and experience in successfully working with children (0-3years of age) and their families
- Knowledge of normal child growth/development and parent-child relationships
- Ability to relate to families from a strength-based model even in an apparently chaotic family environment; ability to approach families from a family-centered service model
- Demonstrates motivation and the ability to learn and practice basic supportive skills
- Available to families after hours on an emergency basis
- Non-judgmental
- Creative and knowledgeable about community resources
- Enjoys and functions appropriately with long-term, ongoing projects; doesn't need immediate feedback or results for person validation
- Ability to establish and maintain personal/programmatic boundaries, while providing supportive services
- Strong interpersonal skills and the ability to relate to individuals who may not share basic commonality, including value system and behavior norms
- Believes in and is comfortable with advocating for nurturing, nonviolent discipline of children
- Experience in working with culturally diverse communities and families with the ability to be culturally sensitive and appropriate
- Demonstrates good writing and organizational skills

Work Environment:

General office setting in the PPHD office sites, homes of clients, as well as community sites. Equipment used to perform functions is computer, fax, copier, personal or PPHD vehicle, cell phone, iPad, and public health equipment and supplies.