



# Community Health Supervisor

Class Code:

Bargaining Unit: Non-Union Exempt

CITY OF APPLETON  
Revision Date: May 10, 2023

## SALARY RANGE

Hourly  
Annually

## NATURE OF WORK:

This is a professional position that develops and guides direct service personnel and/or personnel who support policy, systems, and environmental change in the community. Monitors individual and team efficiency and effectiveness and community needs; makes programmatic and organizational changes as needed. Collaborates closely with staff, community partners, and other administrative team members to set and achieve programmatic and organizational goals. Provides support, training, coordination, alignment, consultation, and supervision to assigned staff, the broader department, and with community partners if any Appleton Health Department staff are placed with them. As part of the Health Department leadership team, contributes to departmental planning, public health preparedness, communications, community health assessment and improvement, performance management, quality improvement, and assurance of the efficient use of resources for the delivery of the highest level of programs and services to advance the health of our communities. Reports to Public Health Officer. Supervises staff that could include, but are not limited to Community Intake Specialist, Community Social Worker, Community Health Worker, Community Health Educator, and Public Health Nurse.

## JOB FUNCTIONS:

### ESSENTIAL JOB FUNCTIONS

#### Data Analytics and Assessment Skills

- Assesses customer and community needs and designs systems to seek customer and community input and guidance; evaluates programs and strategies within context of community assessment and available resources and recommends changes; leads quality improvement efforts within program area.
- Ability to perform and/or assure data analysis and management and to implement decisions based on such data and overseeing the execution of these decisions.
- Ability to utilize a variety of reference, descriptive, and/or advisory data and information such as medical, patient, and health records and reports; community action plans; staff activity reports, monthly fiscal reports; agendas; grant reports, performance contracts and appraisals; program work plans; budgets; standard operating/policy and equipment manuals; medical and professional texts and literature; census tract maps/data; city maps; state/federal statutes, administrative codes, procedures, and guidelines; Requests for Proposals; Public Health Information Network; plus non-routine correspondence.

#### Policy Development and Program Planning Skills

- Writes and updates internal policies and procedures; assists with policy development within the City government and the community.
- Ensures program compliance with federal, state, and agency statutes, codes, standards, and policies and procedures.
- Ensures that appropriate records and documentation are completed and kept confidential, as needed, to meet service, ethical, and legal standards in accordance with statutes, codes, regulations, standards, policies, and procedures.

- Participates in improving agency performance, processes, programs, and interventions through continuous quality improvement.

#### Communication Skills

- Presents public health information to the community and local, state, and national public health officials and groups; communicates public health stories to the media (print, digital, social) as assigned.
- Consults with other program team staff and leaders and community partners to develop their skills in partnership, collaboration, and grant proposal preparation.
- Builds relationships with community agencies and members who are committed to improving the health of the community. Serves as a member and possible facilitator of local collaborative groups and participates as a member of local and state public health committees.
- Strong written and verbal communication skills including listening skills.

#### Health Equity Skills

- Delivers targeted, culturally appropriate information to help individuals and groups understand health promotion and disease prevention information, policies, regulations, and local code.
- Ability to establish and maintain effective working relationships with employees, community leaders, general public, other city departments, agencies and state officials and work with persons with varying levels of education, understanding, and values in a culturally sensitive manner, particularly those organizations serving traditionally marginalized communities.
- Development of thorough knowledge of community partner agencies and resources.

#### Public Health Science Skills

- Assures key data is collected within programmatic area; monitors and analyzes health data obtained from other sources (i.e. morbidity/mortality data, birth & death data, etc.); participates in community assessments to help determine needs of population and work with governmental and community partners to help fill gaps; prepares data for annual report, state reports, grant reports, and outcome monitoring; maintains departmental databases as assigned.
- Comprehensive knowledge of public health standards, practices, programs, statutes, rules, regulations, and codes.
- General knowledge of epidemiology, statistical analysis, disease prevention, universal precautions and infection control, blood borne pathogens, respiratory protection, health promotion, behavioral change, group process, community/organizational development theory and techniques.

#### Management and Finance Skills

- Works with Health Officer and fiscal staff to prepare grant and programmatic budgets; purchases materials and reviews and approves expenditures.
- Prepares and monitors contracts and contracted services to support programmatic and departmental goals.
- Ensures adequate staffing and appropriate workloads are maintained; makes adjustments in consultation with staff team and departmental leadership as needed.
- Prepares grant proposals and monitors secured grants (data collection, written reports, program implementation, and fiscal planning/management). Searches for federal, state, and local funds to support new and ongoing initiatives.
- Collaborates with leadership team to establish annual departmental priorities and goals, assuring departmental resources are used appropriately to achieve the priorities and goals, and to identify key program performance indicators, measure them over time, and analyze them for suggested changes.

#### Leadership and Systems Thinking Skills

- Organizes, distributes, and delegates work to divisional staff in an equitable manner. Provides clear and appropriate direction to division staff as well as training and coaching. Ensures staff have the resources and flexibility to perform, improve, and learn in their jobs. Motivates, mentors, and effectively communicates with staff. Provides appropriate and timely performance evaluations for division staff.
- Leads staff in establishing annual team goals and action plans; links staff and division work to departmental vision and values and identified community needs; meets individually with team members to link performance to team goals and action plans and support, guide, and align work across the division, the department, and the community; leads and facilitates staff meetings and work groups.

- Ability to apply principles of influence systems such as supervision, managing, leading, teaching, directing, planning, coordinating and controlling. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.
- Ability to manage and direct a group of workers, including the ability to provide counseling and mediation. Ability to persuade, convince, and train others. Ability to advise and interpret regarding the application of policies, procedures and standards to specific situations.

#### Direct Service Skills

- Assumes responsibility for own professional growth and development by pursuing education, participating in professional committees and workgroups, and contributing to a work environment where continual improvements in practice are pursued.
- Reports to work as called in 24/7 in a public health crisis or emergency and performs public health emergency response duties as assigned and consistent with training provided.
- Adheres to Occupational Safety and Health Administration standards, such as those concerning exposure to blood borne pathogens, toxic substances, airborne pathogens or exposure to other hazards during routine assignments or assignments during public health crisis or emergency.
- Participates in public health emergency response training and drills.
- Ability to apply time-management skills, exercise independent judgment, and prioritize workload.
- Ability to work under limited supervision.
- Performs other related duties as may be assigned.

## **REQUIREMENTS OF WORK:**

- Degree in Public Health, Epidemiology, Health Education, Nursing, Environmental Health, Public Health Administration, or closely related field; plus, three years of professional work experience within a local or state health department, non-profit, or other service organization; or equivalent combination of closely related education and experience that provides equivalent necessary knowledge, skill, and abilities. Master's degree preferred.
- Prior experience in supporting community-based collaborative processes and coordinating diverse groups of people towards a common goal.
- Prior experience working with disparate populations and community coalitions, particularly those representing traditionally marginalized communities.
- Prior management/supervision experience preferred.
- Possess and maintain a valid Wisconsin driver's license.

## **PHYSICAL REQUIREMENTS:**

- Ability to perform most work from a sedentary position.
- Ability to function in situations encountered in a normal office setting.
- Ability to use standard office equipment including telephone, computer, printer, photocopier, and scanner.
- Ability to travel to other City departments and locations.
- Engage in the following movements: climbing, balancing, stooping, kneeling, crouching, reaching, standing, walking, lifting, fingering, grasping. Feeling and writing and repetitive motions.
- Ability to work in adverse weather conditions, and uncomfortable indoor environments during a public health crisis or emergency. Work performed in the community is sometimes subject to conditions that range from inclement weather to dangerous conditions such as ice/snow, cold, heat, noise, wetness/humidity, vibration, sudden temperature changes, and poor illumination at the job site or due to travel on the job. Travel to and from field locations may subject worker to increased risk of driving hazards. Community locations may subject worker to communicable diseases, insects and other disease vectors, toxins, hazardous materials, chemicals and animals.
- Exert up to 30 pounds of force occasionally, and negligible amount of force constantly to move objects.
- Hearing ability sufficient enough to communicate with others effectively in person and over the phone.

- Visual ability must be sufficient enough to read typewritten documents, computer screen and drive a car.
- Employees may occasionally need to relate to members of the public who exhibit challenging, atypical or hostile behaviors and/or communication.

May need to transfer the above physical requirements to the format listed below:

**JOB ANALYSIS REQUIREMENTS**

**JOB TITLE:** Public Health Nurse

**REVISED DATE:** December 2010

**REVIEW DATE:** August 2011

*N = Never*

*O = Occasionally: 1 to 33% of the time on job*

*F = Frequently: 34 to 66% of the time on job*

*C = Constantly: More than 67% of the time on job*

**A. PHYSICAL DEMANDS**

	N	O	F	C
1. Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Lifting: Light - max. 10 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Lifting: Moderate - max. 25 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Lifting: Heavy to moderate - max 45 lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lifting: Heavy - max. 65 lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Carrying est. wt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pushing est. wt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Pulling est. wt. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pulling hand over hand	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Climbing stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Climbing: use of legs and arms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Balancing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Stooping	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Kneeling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. Repeated bending	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. Crawling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Reaching: <input type="checkbox"/> high <input type="checkbox"/> low <input type="checkbox"/> level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Repetitive finger movement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21. May use hands for grasping	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22. May use hands for manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
23. May use hands for twisting of wrist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24. May use hands for flex/ext. of wrist	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
25. May use hands for reaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
26. May use hands for overhead work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Repetitive twisting or pressure involving wrists or hands	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
28. Both hands required	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
29. Both legs required	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30. Ability of rapid mental/muscular coordination simultaneously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
31. Oral communication: speaks clearly in <input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Hmong <input type="checkbox"/> Other: Bilingual help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. Hearing-conversation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Intense visual concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
34. Specific visual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35. Depth perception	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Color vision: Distinguish basic shades	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Color vision: Distinguish basic colors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Operation of crane, truck or motor vehicle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. WORKING CONDITIONS**

	N	O	F	C
1. Outside	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Alternating between Outside and Inside	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Heat between 90 - 100 degrees	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heat over 100 degrees	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cold below 55 degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Temperature changes: <input type="checkbox"/> excessive <input type="checkbox"/> frequent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Wetness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Dry atmospheric conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Confined spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Heights (list maximum: 30ft)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Constant noise above 85 decibels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Intermittent noise above 85 decibels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Fumes: <input type="checkbox"/> Irritant <input type="checkbox"/> Toxic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Dust: More than nuisance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Gases: Types:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Chemicals: Types: cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Grease and oils: Types:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Working with machinery with moving parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Working with moving vehicles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Working with ladders/scaffolding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Working below ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Working with hands in water	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Working alone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24. Work intensity: <input type="checkbox"/> sedentary <input type="checkbox"/> light <input type="checkbox"/> light/medium <input checked="" type="checkbox"/> medium <input type="checkbox"/> heavy Hours/day: <u>8</u> Days/week: <u>4</u> Days				
Overtime/week: _____				