

## UW HEALTH JOB DESCRIPTION

### Health Literacy Program Coordinator

Job Code: 320040	FLSA Status: Exempt	Mgt. Approval: A. Lanham	Date: April 2021
Department: Nursing – Specialty Nursing		HR Approval: K. Fleming	Date: April 2021

#### JOB SUMMARY

The Health Literacy Program Coordinator (HLPC) collaborates with staff across departments to act as a key resource in the advancement of Health Literacy at UW Health. This position guides and promotes evidence-based, person-centered health literacy strategies to improve the health literacy-related quality outcomes and equity within our healthcare organization and community. The HLPC also acts to reduce unnecessary healthcare services, avoidable expenses, and health disparities attributed to limited health literacy. The Health Literacy Program Coordinator plays an integral part in UW Health's vision to deliver Remarkable Healthcare.

To guide health literacy strategy and meet UW Health's literacy goals and objectives, the Health Literacy Program Coordinator must demonstrate knowledge and expertise in seven (7) established content domains:

1. Communication
2. Public Health
3. Education
4. Language, Culture, and Identity
5. Organizational Systems and Policies
6. Community Engagement
7. Ethics

This position works directly with Patient and Family Education to develop and manage efficient processes related to internally developed written, digital, and audiovisual materials.

The HLPC will develop and deliver health literacy related instruction for interdisciplinary staff. This requires the individual to stay current with department and educational technologies. The Health Literacy Program Coordinator is expected to use sound judgment and problem solving in program design, collaborate with clinical and organizational leaders to ensure appropriateness of approach and accuracy of information, and demonstrate a high degree of knowledge and skill related to information management.

#### MAJOR RESPONSIBILITIES

1. Collaborates with stakeholders across UW Health to develop health literacy initiatives and programs.
2. Builds relationships with key stakeholders and community-based organizations to advance health literacy in the organization and community.
3. Incorporates cultural factors and diverse perspectives into health literacy activities.
4. Formulates and implements plans to facilitate patient and family participation in health literacy activities when possible.
5. Acts as a digital health literacy liaison by identifying barriers, developing curriculum, and partnering with internal stakeholders to improve digital health equity.
6. Builds organizational awareness of the consequences of limited health literacy, including the financial implications of limited health literacy and the health literacy interventions designed to address these consequences.
7. Identifies, designs, and facilitates professional development and training programs that implement health literacy priorities (e.g. Ten Attributes of Health Literate Health Care Organizations, teach back).
8. Creates computer-based trainings/modules on health literacy.
9. Develops, tailors, and integrates the use of health literacy tools.
10. Serves on the Health Literacy Council and provides leadership to develop programs and create events and initiatives to advance health literacy throughout the organization.
  - a. Identifies multi-disciplinary health literacy champions.
  - b. Works with departments to support improvement processes for health literacy gaps.
  - c. Collaborates with council members to review/revise relevant policies.
11. Incorporates evidence-based health literacy writing, organization, and design principles and practices to oversee the creation of education materials.
12. Develops evidence-based health content for a limited-literacy audience (e.g. booklets, guides, fact sheets, web content, videos).
13. Uses best practices when communicating about numbers to address common challenges with numeracy.

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14. Confirms that health literacy practices and materials comply with policies, evidence-based standards, and regulations (e.g. CLAS, Federal Plain Writing Act, Medicaid, National Health Education Standards).
15. Understands the vital role health literacy plays in advancing health justice and achieving health equity.
16. Provides input to patient experience strategic planning.
17. Analyzes new technology and functionality related to health literacy and determines whether or how it should be used.

**ALL DUTIES AND REQUIREMENTS MUST BE PERFORMED CONSISTENT WITH THE UW HEALTH PERFORMANCE STANDARDS.**

### JOB REQUIREMENTS

Education	Minimum	Bachelor's degree in Healthcare Administration, Community Health, Education, or related field. Four (4) years of relevant work experience will be considered in lieu of a Bachelor's degree in addition to the experience listed below.
	Preferred	
Work Experience	Minimum	Three (3) years of subject matter expertise in a related field such as patient experience, population health, social work, marketing, content development, or comparable profession
	Preferred	<ul style="list-style-type: none"> <li>• Five (5) years of relevant health literacy experience</li> <li>• Experience working with low literacy, non-native speakers and diverse populations</li> <li>• Experience in adult education and development and instructional delivery</li> </ul>
Licenses & Certifications	Minimum	
	Preferred	
Required Skills, Knowledge, and Abilities		<ul style="list-style-type: none"> <li>• Ability to travel to different job sites for meetings</li> <li>• Ability to participate in ongoing professional development necessary to maintain awareness of relevant health literacy research and best practices</li> <li>• Strong oral and written communication skills</li> <li>• Demonstrated success working independently on complex projects</li> <li>• Attentiveness to details without losing sight of the big picture</li> <li>• Ability to anticipate potential issues</li> <li>• Creative, resourceful problem solver</li> <li>• Knowledge of and ability to provide analysis of reports, data, and information</li> <li>• Proficiency with Microsoft Office: skills including Word, PowerPoint, and Excel</li> <li>• Ability to work independently and be result oriented</li> <li>• Capability to interact with all levels of staff</li> <li>• Effective interpersonal skills, including the ability to promote teamwork and ensure a high degree of internal and external customer satisfaction</li> <li>• Ability to use a consultative approach to working with users in assessing needs and requirements</li> <li>• Ability to manage multiple tasks with ease and efficiency</li> <li>• Interacts with all stakeholders in inclusive ways that build trust, open communication, and strengthen transparency</li> <li>• Ability to work flexible hours to support the needs of the program</li> </ul>

### AGE SPECIFIC COMPETENCY (Clinical jobs only)

Identify age-specific competencies for direct and indirect patient care providers who regularly assess, manage and treat patients.

**Instructions:** Indicate the age groups of patients served either by direct or indirect patient care by checking the appropriate boxes below. Next,

<input type="checkbox"/>	Infants (Birth – 11 months)	<input type="checkbox"/>	Adolescent (13 – 19 years)
<input type="checkbox"/>	Toddlers (1 – 3 years)	<input type="checkbox"/>	Young Adult (20 – 40 years)
<input type="checkbox"/>	Preschool (4 – 5 years)	<input type="checkbox"/>	Middle Adult (41 – 65 years)
<input type="checkbox"/>	School Age (6 – 12 years)	<input type="checkbox"/>	Older Adult (Over 65 years)

### JOB FUNCTIONS

Review the employee's job description and identify each essential function that is performed differently based on the age group of the patient.

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<b>PHYSICAL REQUIREMENTS</b>			
<b>Indicate the appropriate physical requirements of this job in the course of a shift.</b> <i>Note: reasonable accommodations may be made available for individuals with disabilities to perform the essential functions of this position.</i>			
<b>Physical Demand Level</b>	<b>Occasional</b> Up to 33% of the time	<b>Frequent</b> 34%-66% of the time	<b>Constant</b> 67%-100% of the time
<b>X</b> <b>Sedentary:</b> Ability to lift up to 10 pounds maximum and occasionally lifting and/or carrying such articles as docket, ledgers and small tools. Although a sedentary job is defined as one, which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.	<b>Up to 10#</b>	<b>Negligible</b>	<b>Negligible</b>
<b>Light:</b> Ability to lift up to 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to 10 pounds. Even though the weight lifted may only be a negligible amount, a job is in this category when it requires walking or standing to a significant degree.	<b>Up to 20#</b>	<b>Up to 10#</b> or requires significant walking or standing, or requires pushing/pulling of arm/leg controls	<b>Negligible</b> or constant push/pull of items of negligible weight
<b>Medium:</b> Ability to lift up to 50 pounds maximum with frequent lifting/and or carrying objects weighing up to 25 pounds.	<b>20-50#</b>	<b>10-25#</b>	<b>Negligible-10#</b>
<b>Heavy:</b> Ability to lift up to 100 pounds maximum with frequent lifting and/or carrying objects weighing up to 50 pounds.	<b>50-100#</b>	<b>25-50#</b>	<b>10-20#</b>
<b>Very Heavy:</b> Ability to lift over 100 pounds with frequent lifting and/or carrying objects weighing over 50 pounds.	<b>Over 100#</b>	<b>Over 50#</b>	<b>Over 20#</b>
<b>Other</b> - list any other physical requirements or bona fide occupational qualifications not indicated above:			

Note: The purpose of this document is to describe the general nature and level of work performed by personnel so classified; it is not intended to serve as an inclusive list of all responsibilities associated with this position.