

# MA-2601: PATIENT ADVOCATE FUNDAMENTALS

---

## Cuyahoga Community College

**Viewing: MA-2601 : Patient Advocate Fundamentals**

**Board of Trustees:**

March 2025

**Academic Term:**

Fall 2026

**Subject Code**

MA - Medical Assisting

**Course Number:**

2601

**Title:**

Patient Advocate Fundamentals

**Catalog Description:**

Introduction to basic patient advocacy techniques: Patient resources, health promotion, preventative medicine, professional conduct, patient interviewing techniques. Learning how to recognize health disparities and increase health literacy.

**Credit Hour(s):**

2

**Lecture Hour(s):**

2

## Requisites

**Prerequisite and Corequisite**

Departmental approval: admission to Patient Navigator Program.

## Outcomes

**Course Outcome(s):**

Explain the role and responsibilities of a Patient Advocate.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Describe history and purpose of the patient advocate.
2. Develop ways to have effective relationships with other healthcare team members.

---

**Course Outcome(s):**

Discuss the role and responsibility of the patient and family/caregiver in a patient advocacy system.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Describe the role of the patient/family/caregiver.
-

**Course Outcome(s):**

Demonstrate how to navigate large, complex medical centers ranging from provider visits to scheduling of procedures and tests.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Create plan of action for patient education.
2. Create a listing of community resources.
3. Develop a roadmap for a patient to navigate through the health care regime of chronic illnesses.
4. Identify characteristics of credible and non-credible resources, both community and internet.

**Course Outcome(s):**

Recognize physical, economic, cultural, social, and emotional barriers in implementing care team plans.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Describe barriers in health care.
2. Describe personal barriers of patients.

**Course Outcome(s):**

Identify verbal and nonverbal communication.

**Objective(s):**

1. Identify and describe communication cycle.
2. Describe nonverbal communication and the impact on patient relations.

**Course Outcome(s):**

Demonstrate effective communication with diverse patients and the healthcare team.

**Essential Learning Outcome Mapping:**

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Describe professional boundaries.
2. Describe professional caring relationships within the healthcare team.
3. Identify signs of burnout within the health care team.

**Course Outcome(s):**

Recognize health disparities and increase health literacy in patients, caregivers, and family members.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Define health disparities.
2. Define health literacy.
3. Describe ways to decrease health disparities and increase health literacy in patients, caregivers, and family members.

---

**Course Outcome(s):**

Identify what community resources and services are available for patients and discuss how to secure services for patients.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Create list of community resources.
2. Describe steps in acquiring services for patients.

---

**Course Outcome(s):**

Identify what services are needed in a patient advocacy system.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Describe what "patient readiness" is and how it can determine health decisions.
2. Create a plan of action to identify and acquire needed services for patients with a chronic illness.

---

**Methods of Evaluation:**

1. Class discussion and participation
2. Quizzes/Tests
3. Skills assessment
4. Case Study
5. Final examination

**Course Content Outline:**

1. Introduction to Patient Advocate
  - a. History of the patient advocate
  - b. Roles and responsibilities of the patient advocate
2. Navigation of complex medical centers
  - a. Provider visits
  - b. Scheduling procedures and tests.
3. Barriers in implementing care team plans
  - a. Physical
  - b. Economical
  - c. Social
  - d. Cultural
  - e. Emotional
4. Verbal and Non-Verbal Communication
  - a. Effective communication with diverse population
  - b. Communication cycle
5. Patient Resources
  - a. Identify services available and needed
  - b. Securing community resources and services

**Religious Accommodation**

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

**Religious Accommodation:**

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/ReligiousAccommodationForm>. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at [legal@tri-c.edu](mailto:legal@tri-c.edu).

#### Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

#### Weekly Schedule

	Topics
Week 1	Introduction & Syllabus History and Purpose of Patient Advocacy
Week 2	History and Purpose of Patient Advocacy
Week 3	Navigation of complex medical centers
Week 4	Navigation of complex medical centers
Week 5	Navigation of complex medical centers
Week 6	Navigation of complex medical centers
Week 7	Barriers in implementing Care team plans
Week 8	Barriers in implementing Care team plans
Week 9	Barriers in implementing Care team plans
Week 10	Barriers in implementing Care team plans
Week 11	Therapeutic Communication
Week 12	Therapeutic Communication
Week 13	Therapeutic Communication
Week 14	Therapeutic Communication
Week 15	Patient Resources
Week 16	Patient Resources

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

#### Required/Recommended Readings

Karen (Kay) M. Perrin, Ph.D., MPH, CPH; *Principles of Health Navigation*.

Elizabeth A. Calhoun & Angelina Esparza (Eds.) *Patient Navigation: Overcoming Barriers to Care*.

#### Resources for the Instructor

Harald Schmidt, MA. (2011-12-31 22:00:00.0) Wellness Incentives, Equity, and the 5 Groups Problem. Vol 102 No 1.

---

Rebecca Perkins, MD. (2015-06-30 22:00:00.0) Understanding the Impact of Patient Navigation. Vol 24.

---

Amy E. Ustjanauskas, BA; Marissa Bredice, BA; Sumayah Nuhaily, BA; Lisa Kath, PhD.; Kristen J. Wells, PhD, MPH. (2016-04-30 22:00:00.0) Training in Patient Navigation: A Review of the Research Literature. Vol. 17, No (3).

---

Nur Zarifah Binte mustapha, Xu Yi, Mas Rizalynda Bindt Mohd Razali, Nasrifudin Bin Najumudin, and Haslinda Binte Barman. (2016-02-29 22:00:00.0) The role of patient navigators: Case studies in Singapore. 25(3).

---

Centers for Disease Control (CDC). (4/8/2022) *STEPS to Care: Patient Navigation*, <https://www.cdc.gov/hiv/effective-interventions/treat/steps-to-care/dashboard/patient-navigation.html>

---

Hannah Buddle, Gemma Williams, Giada Scarpetti. (2022) What are patient navigators and how can they improve integration of care?. *European Observatory on Health Systems and Policies*, <https://www.ncbi.nlm.nih.gov/books/NBK577640/>

---

Michael Howell. (2020) *Understanding Healthcare Delivery Science*, New York, McGraw-Hill.

---

**Additional Resources for the Instructor**

Better Health Partnership  
Patient Navigator Market Research  
June 30, 2015

Top of page

Key: 5331