

# MA-2600: PATIENT NAVIGATOR FUNDAMENTALS

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## Cuyahoga Community College

**Viewing: MA-2600 : Patient Navigator Fundamentals**

**Board of Trustees:**

March 2023

**Academic Term:**

Fall 2023

**Subject Code**

MA - Medical Assisting

**Course Number:**

2600

**Title:**

Patient Navigator Fundamentals

**Catalog Description:**

Introduction to basic patient navigation 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 Navigator.

**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 navigator.
2. Develop ways to have effective relationships with other healthcare team members.

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**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.
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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**Methods of Evaluation:**

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

**Course Content Outline:**

- a. Introduction to Patient Navigator
  - i. History of the patient navigator
  - ii. Roles and responsibilities of the patient navigator
- b. Navigation of complex medical centers
  - i. Provider visits
  - ii. Scheduling procedures and tests.
- c. Barriers in implementing care team plans
  - i. Physical
  - ii. Economical
  - iii. Social
  - iv. Cultural
  - v. Emotional
- d. Verbal and Non-Verbal Communication
  - i. Effective communication with diverse population
  - ii. Communication cycle
- e. Patient Resources
  - i. Identify services available and needed
  - ii. Securing community resources and services

**Resources**

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

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

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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).

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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).

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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>

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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/>

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

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**Resources Other**

Better Health Partnership  
Patient Navigator Market Research  
June 30, 2015

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