A Guide To Promoting and Protecting Residents’ Rights At Your Facility

Facilitator Guide
HOW TO PROTECT AND PROMOTE RESIDENTS’ RIGHTS IN YOUR FACILITY

As you know, the regular dissemination of information and training on the issue of Residents’ Rights is a key responsibility required by law on both the state and national level. These “Residents’ Rights” programs from ElderCare Communications will help you meet your legal responsibility effectively and efficiently.

Even more importantly, you’ll find these programs help to generate positive, respectful behavior in those who live and work in your facility. The message of Residents’ Rights is delivered in a way that is both sensitive and memorable. Your discussions before and after viewing will help each individual apply concepts and behaviors to his or her day-to-day experience.

You may have purchased one or both of the “Residents’ Rights” programs.

“Residents’ Rights: An Introduction For Residents” is designed for viewing by new and current residents and their families. The program explains many of the federally regulated rights in a simple, easy-to-understand way. Brief vignettes illustrate how rights impact daily interactions with staff, family and other residents.

“Residents’ Rights: An Introduction For Staff” is designed for viewing by staff members at all levels in your facility. You’ll find the program to be particularly helpful for those staff members who are in daily contact with residents and families, including nurses, nursing aides, custodial staff members and administrative support personnel. The program highlights many Residents’ Rights and illustrates those rights in action in typical daily interactions, always emphasizing exactly how staff can protect and preserve each resident’s rights.
VIEWING GUIDELINES

While the two programs are conducted independently of one another, we believe you’ll gain optimum results by using both programs, each for its intended audience. Also, because each program is geared toward the specific needs and attitudes of a particular group of viewers, using one of the programs to meet the needs of both residents and staff would reduce the effectiveness of your efforts.

Both “Residents’ Rights” programs may be shown in either a group or one-on-one session. As with all programs of this type, you’ll enhance the viewers’ understanding of the message when you properly introduce the subject before viewing, then conduct a brief discussion afterward.

The following are suggested agendas for presenting each of the “Residents’ Rights” programs.

“Residents’ Rights: An Introduction For Residents”

Show video program
Suggested length of session: 30 minutes
Suitable for viewing by:
  • New residents and family members as part of orientation
  • Current residents, once each year
  • As the need arises, any resident or family member who raises questions or concerns about the issue of residents’ rights

Materials needed:
  • This facilitator guide
  • The “Residents’ Rights: An Introduction For Residents” video program
  • Printed copies of the full list of residents’ rights in your facility, written in an easy-to-understand style, for distribution to each viewer.
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| 5 min | Welcome each attendee; conduct introductions of yourself and others in attendance as appropriate  
Introduce the subject of residents’ rights…  
• Explain that rights are protected by both state and federal regulations  
• Mention that rights are guaranteed as one way of ensuring the highest possible quality of life for each resident  
• Emphasize that staff members are dedicated to protecting and promoting each residents’ rights on a daily basis  
Introduce video program. Provide a brief overview, telling viewers that the program will explain many of the residents’ rights, and show how the rights affect everyday life in your facility.  
Show video program  
5 min | Engage viewers in a brief discussion of what they’ve just seen. You may consider asking questions like…  
• Were you surprised by anything you saw in the program?  
• Which of the rights mentioned do you feel very strongly about?  
• What could you do if you felt one of your rights was not being protected? |
SUGGESTED SESSION AGENDA
Residents’ Rights: An Introduction For Residents

Emphasize to residents and family members the importance of speaking up if they feel one or more rights have been violated. Tell group members the names of people who should be contacted if there’s a potential problem. Reassure group members that the staff wants and needs to know if a resident’s rights are not being protected.

5 min Distribute an easy-to-understand description of all residents’ rights to each group member. Encourage residents and family to carefully read the document at their earliest convenience. Suggest that they call you if they have questions about anything in the document.

Ask for questions or additional comments from the group. Discuss as appropriate.

Thank group members for their participation and close session.
VIEWING GUIDELINES

Show video program
Suggested length of session: 30-45 minutes
Suitable for viewing by:
  • All new staff members as part of orientation.
  • Current staff members with resident contact, once each year. Viewers may include nurses, nursing aides, maintenance personnel, food service workers, laundry and other service staff, and administrative support personnel.
  • As the need arises, any staff member who raises questions or concerns about the issue of residents’ rights.

Materials needed:
  • This facilitator guide
  • The “Residents’ Rights: An Introduction For Staff” video program
  • Easel pad and markers, or chalkboard and chalk
  • Printed copies of federal and state regulations governing residents’ rights in your facility, for distribution to each viewer
  • Optional: the following agenda includes several questions which you can ask viewers as a means of checking for understanding of the program content. If you like, ask the questions in a “pop quiz” format and supply paper and pencils for participants to write down their answers.
SUGGESTED SESSION AGENDA
Residents’ Rights: An Introduction For Staff

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<tr>
<td>5 min</td>
<td>Welcome participants; conduct introductions of yourself and others as appropriate.</td>
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Introduce the subject of residents’ rights. Then…

- Ask group members to name some resident rights. List these on an easel pad or chalkboard.
- Ask how many of these rights require the cooperation of staff members to protect or promote the right – the correct answer is “all of them.”
- Reinforce that rights are protected by both state and federal regulations.
- Remind participants that protecting residents’ rights is one way to add to each resident’s quality of life.
- Emphasize the legal and ethical responsibility of each staff member to continually work to protect and promote residents’ rights.
- Stress that residents and family are more comfortable, and feel more at home, when they know residents’ rights are respected.

Introduce video program. Provide a brief overview, telling viewers that the program will explain many of the residents’ rights, and show how the rights affect everyday life in your facility.

Show video program
**SUGGESTED SESSION AGENDA**

**Residents’ Rights: An Introduction For Staff**

**10 min**

Recap program content. Ask participants to call out answers to the following questions, or write down their answers to test their knowledge.

The correct answers appear in parentheses after each question.

**ASK:**

1. True or false: some rights apply only to those residents who are able to contribute financially to their own care. (False: all rights apply to all residents, regardless of who pays the bills.)

2. Who is responsible for making sure residents know about their rights? (Staff members.)

3. Addressing a resident by the name he or she prefers is an example of which right? (The right to dignity.)

4. Do we have the right to tell a resident when to go to bed at night and when to get up in the morning? (No.)

5. If a resident is creating a disturbance to other residents, perhaps by being loud or boisterous, do we have the right to calm him or her down with medication, or force the resident to stay in his or her closed room? (No, because this is an example of unnecessary restraint.)

6. What are some ways you could protect a residents’ right to some peace and quiet in the above situation? (Perhaps politely ask the loud resident to “turn down the volume” in consideration of others, or engage the resident in some activity which will capture his or her attention and solve the problem.)
SUGGESTED SESSION AGENDA
Residents’ Rights: An Introduction For Staff

ASK:

7. When must we inform residents about the services we offer and their cost? (When the resident moves in, when a service changes, and on a periodic basis [give specific timing according to your facility’s policy].)

8. When must you knock and ask permission to enter a resident’s room? (Always, to protect their right to privacy. A possible exception may be when the resident is in a life-threatening situation and/or is unable to respond.)

9. Give another example of how you can protect a resident’s right to privacy. (Privacy during visits, privacy during phone calls, unopened mail, turning away when a patient undresses and providing coverings as much as possible during health care, never discussing one resident’s medical condition with another resident, refraining from gossip about residents with other staff members, never borrowing personal items belonging to residents, etc.)

10. Telling a resident about changes in their health care plan is an example of which right? (The right to participate in their health care.)

11. Is it ok to force a resident to take medication which is absolutely essential for his or her health? (No. Encouraging the resident to take the medication, and explaining why, is ok. But it’s still the resident’s choice.)
SUGGESTED SESSION AGENDA
Residents’ Rights: An Introduction For Staff

ASK:

12. Give an example of a time we should notify the resident’s family of a particular situation or condition. (Supply examples according to your own facility’s policies.)

13. Do residents have a right to work here in the facility? (Yes, if their doctor allows it.)

14. Must a resident deposit his or her funds in our facility’s accounts? (No, the resident can deposit money wherever he or she chooses.)

10 min

Distribute copies of the regulations governing residents’ rights. Encourage participants to read the regulations thoroughly within the coming week.

Next, conduct a discussion which focuses on applying the principles of residents’ rights to everyday situations.

For example, present one or more “What Would You Do If…?” situations. Describe dilemmas which staff members typically face in a given work day, and ask how the situations could be handled while safeguarding the residents’ rights. Use examples of circumstances which have actually occurred in your facility. Encourage participants to use their creativity in brainstorming several possible ways to handle each situation. Reinforce those answers which show a willingness of staff to go out of their way to protect residents’ rights.

5 min

Ask for questions and discuss as appropriate.

Encourage participants to come to you with future questions or concerns regarding residents’ rights.

Thank the group for their participation and close the session.
• Dementia in Long Term Care: How Dementia Affects Care Planning (New)
• Delirium: Assessment, Prevention and Management, Part 1 (New)
• Delirium: Assessment, Prevention and Management, Part 2 (New)
• Delirium: Assessment, Prevention and Management, Set (New)
• Preventing Medication Errors in Long Term Care (New)
• Limiting Exposure to Blood Borne Pathogens (New)
• Your Role in Resident Skin Care
• Finding Cognitive Impairment in the Elderly (New)
• Infection Control in Long Term Care (Revised)
• Quality of Life: Homelike Environment
• Respecting Confidentiality (Revised)
• A Commitment to Safety (Revised)
• Fire Prevention & Safety Practices
• Preventing & Handling Elder Abuse and Neglect
• Preventing & Managing Workplace Violence - Staff
• Preventing & Managing Workplace Violence - Managers
• Quality of Life: An Introduction
• Preserving Residents’ Dignity
• Serving the Assisted Living Community, Part 1
• Serving the Assisted Living Community, Part 2
• Meaningful Work
• Resident Transfers: The Safe Way
• No Easy Answer: Moving Beyond the Guilt
• What about using a Restraint?
• Understanding Advance Directives
• Residents’ Rights - Residents
• Residents’ Rights - Residents (Revised)
• Pain in Cognitively Impaired Seniors: Assessment & Management
• Preventing Falls in the Geriatric Patient
• Sleep Problems in the Elderly: Assessment
• Sleep Problems in the Elderly: Management
• Management of Depression in Long Term Care
• Drug Free Workplace: Supervisor
• Drug Free Workplace: Employee
ElderCare Communications is a leading provider of high quality video-based education and information to help improve the quality of care and resident quality of life in long-term care settings.

For more information on this and other videos that we offer please contact us at:

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or visit us online at:

www.eldercarecommunications.com
Questions?

If you have questions about how to implement the “Guide To Promoting And Protecting Residents’ Rights” program, or if you would like information about other programs available from ElderCare Communications, call or write to:

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680 C Northland Blvd.
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[www.eldercarecommunications.com](http://www.eldercarecommunications.com)

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