



Volume XXXV

Resident Rights in Long-Term Care

Facilitator's Guide

A Video Guide for Staff
in Long-Term Care Facilities



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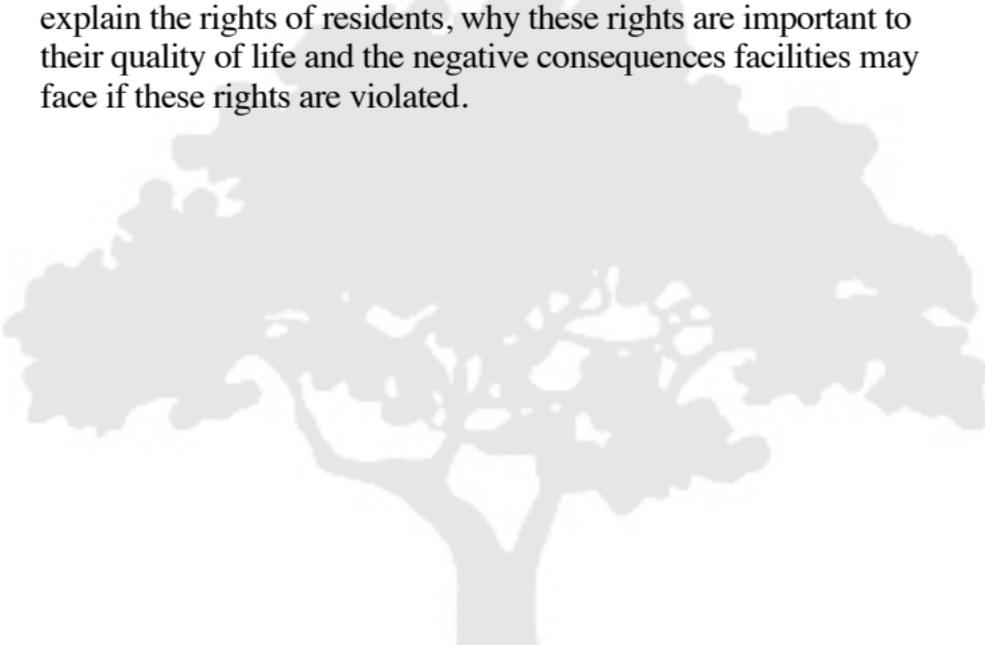
RESIDENT RIGHTS IN LONG-TERM CARE

Safeguarding the rights of residents in our care is our job and it's the law. Most importantly though, it's the right thing to do. The federal 1987 Nursing Home Reform Act requires nursing homes to "promote and protect the rights of each resident." It places a strong emphasis on individual dignity and self-determination. A person living in a long-term care facility has the same rights as anyone in the community at large.

Working in long-term care is different from almost any other place of employment. First, we care for residents who call our workplace their home. Because of that, we must support them as health care providers. We must also help them make this residence as home-like as possible. We need to support their independence, often when aging, medical, and lifestyle issues challenge their ability to be self-sufficient.

Second, we must be advocates for our residents and protect their rights – especially considering that many have conditions – like dementia – that interfere with their judgment and memory.

This program and the accompanying in-service training will explain the rights of residents, why these rights are important to their quality of life and the negative consequences facilities may face if these rights are violated.



IN-SERVICE GUIDELINES

“Resident Rights in Long-Term Care” is a video-based learning program. It supports the needs and motivations of health care professionals and staff that provide direct resident care.

Conduct learning sessions for:

- All CNAs
- All RNs
- Staff across your facility including those supporting activities, social services, housekeeping and food service

“Resident Rights in Long-Term Care” can positively influence care giving by helping staff and caregivers. The learning objectives include:

- Explain resident rights and their importance to staff members, your facility, and your residents
- Describe why it’s important for you to protect residents rights
- Demonstrate techniques you can use in your daily routines to attend to basic rights and safeguard them for your residents.



PROGRAM CONTENT

“Resident Rights in Long-Term Care” is a practical educational tool. It demonstrates important skills necessary to help caregivers identify and promote resident rights. It also demonstrates practical guidance to help caregivers manage situations that involve the rights of residents and their safety.

Filled with practical information and useful instruction, this video training provides a unique and interactive learning experience. In addition to the valuable information contained in the video and the accompanying facilitator’s guide, the video in-service provides opportunities for facilitated discussion to help participants understand how they can help ensure the rights of residents as well as respond appropriately when performing daily duties with residents.



SAMPLE GROUP SESSION AGENDA

Use the following sample agenda to structure a session featuring *“Resident Rights in Long-Term Care.”*

Suggested length of session: Sixty minutes.

Group discussion is important to learning. If participants are slow to respond, consider briefly recapping the main ideas just covered or the key situations and behaviors with which you feel your group can most easily relate.

Length of videotaped program: approximately 25 minutes

Materials needed:

- This facilitator guide
- The *“Resident Rights in Long-Term Care”* DVD program
- Optional paper and pencils for participant note-taking
- Optional flipchart and markers for writing key ideas



SUGGESTED SESSION AGENDA

<u>Sequence</u>	<u>Content</u>
1	Welcome the group to your session.
2	INTRODUCE the “ <i>Resident Rights in Long-Term Care</i> ” topic and show the first module of video program – Introduction
3	Engage viewers in a brief discussion about MODULE 1 . DISCUSSION: Ask group to define/explain resident rights. Ask group to discuss the kinds of resident rights they see in their long-term care workplace. Consider responses of the group and focus this instruction to help correct any misunderstanding and to provide a truer definition. ASK: What do you know about resident rights? ASK: How can resident rights present a concern in your workplace? When do you think resident rights are threatened?
4	Show second module of video program – Privacy in Long-Term Care
5	Engage viewers in a brief discussion about MODULE 2 . Focus on the legal definition and general issues surrounding resident rights to privacy – from types of privacy to typical incidents you have or might see in a long-term care facility.

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ASK: Why do you think privacy is important to residents? Do you think the lack of privacy influences the attitudes and moods of your residents?

ASK: What can you do to ensure the right to privacy for your residents?

ASK: How can ensuring privacy to residents pose unique challenges? When is there a conflict in providing privacy for your residents?

6 Show third module of video program –
Personal Property in Long-Term Care

7 Engage viewers in a brief discussion about
MODULE 3, focusing on how staff should
respect a resident's personal property.

DISCUSS What your facility has done to
safeguard residents' personal property.

ASK: Does your facility have protocol for finding
an item belonging to a resident? If so, please
describe the protocol and your role in
providing care that complies with these
guidelines.

ASK: Is it appropriate for staff members to touch or
move personal property in a resident's room?

8 Show fourth module of video program –
Resident Rights to Information

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- 9 Engage viewers in a brief discussion about MODULE 4, focusing on the resident's right to be informed.
- DISCUSS** a resident's right to information. Invite viewers to describe situations where they believe residents would have made a different decision if they had adequate information
- ASK:** If you can't provide the information your residents need, how do you assist them?
- ASK:** Do you think residents should be protected from information that would upset them?
- 10 Show fifth module of video program – **Residents Right to Choice**
- 11 Engage viewers in a brief discussion about MODULE 5, focusing on a resident's right to choose.
- ASK:** What might be happening in a resident's life that makes the right to choose even more important?
- ASK:** What is an appropriate response to a resident who wants to make a decision that could affect their safety?
- ASK:** Can participants describe examples of choices that could undermine a resident's safety. Then discuss what might be a more appropriate response.
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DISCUSS: Again, talk about what your facility is doing to uphold a resident's right to choose?

- 12 Show sixth module of video program –
Safety

Engage viewers in a brief discussion about Module 6.

DISCUSS: Discuss the C.N.A.'s responsibility in reporting and recording observations of abuse.

ASK: Are you comfortable reporting suspected abuse of a resident to a supervisor?

ASK: What are strategies you can use to ensure the safety of your residents?

ASK What examples are seen by group members, then appropriate responses.

- 13 Show seventh module of video program –
Resident Rights Summary

**Thank group members for their participation
and conclude the session.**

EXERCISES AFTER VIDEO

- 1 What have you learned during this session that you had not known beforehand?
- 2 With what you have learned, do you look at resident rights differently than you did before this session?
- 3 How would you apply what you've learned on-the-job.
- 4 Considering what this in-service covered, how would you rate your facility protocol for preparing caregivers to understand resident rights? What would you recommend to enhance that protocol?





Questions?

If you have questions about how to implement the “*Resident Rights in Long-Term Care*” program, or if you would like information about other programs available from ElderCare Communications, call or write:

ElderCare Communications

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Phone: 800-505-3232

www.eldercarecommunications.com

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