DISCLAIMER: The following is provided by the Minnesota Department of Health for educational purposes only. This information does not replace Minnesota and Federal law related to Health Care Bill of Rights.
Background

Minnesota’s Olmstead Plan – a goal for Minnesota to be a place where people with disabilities are learning, living, working, and enjoying life in the most integrated setting – has identified as an outcome to educate providers, individuals with disabilities, families, and advocates on how to recognize abuse and neglect, how to report maltreatment, and how to prevent maltreatment in an effort to prevent future abuse and neglect. To achieve this outcome, the state has developed strategies that include developing educational campaigns for professional caregivers and to raise public awareness. Teaching individuals who live in supervised living facilities about their health care bill of rights is a step toward achieving these strategies. *Know Your Rights –Instructor Handbook for Supervised Living Facilities* is a resource for supervised living facility staff, families, guardians, advocates, educators, and others to use in helping residents of supervised living facilities understand their health care rights.

It is the intent of the Minnesota legislature to advance the interests and well-being of residents of supervised living facilities (SLFs). Supervised living facilities provide residents with developmental disabilities, chemically dependencies, mental illness or physically disabilities a residential setting where they can live safely under supervision. Supervised living facilities provide meals, lodging, housekeeping, healthcare services, and other services to residents. The Health Care Bill of Rights for Residents of Supervised Living Facilities was adapted for SLFs from Minnesota Statute 144.651 Health Care Bill of Rights. The SLF Bill of Rights is a set of guarantees, including but not limited to, safeguarding resident information, ensuring fair treatment, and maintaining resident safety and health.

The Problem of Not Knowing
 Individuals with disabilities and their families are often unaware of their rights or how to advocate for them. Not knowing what their rights are or the context in which to understand their rights, puts them at increased risk of repeated harm and disadvantage. For example, an individual has the right to an advocate, but they might not understand who that might be or how to approach getting one. Or they might need help with a problem, but they don’t know where to turn. And all too often, the fear of retaliation keeps them from reporting violations.

 Residents fear the possible consequences of speaking up. They sometimes experience retaliation, which may take the form of not receiving as much service or respect as others, or of being ignored altogether. They depend on their caregivers and rather than risk alienating them, they will accept unsatisfactory situations. They have to stay in place while an investigation is underway. They may fear getting demitted by the facility, and they may not have another place to go.

 Not knowing how to appropriately assert their rights puts residents who try to claim them at an increased risk of being viewed as troublemakers. One of the important things, besides just telling people about their rights, is knowing and understanding the most respectful way to speak up in facilities. To advocate for themselves, residents may yell at the facility about their rights, but this is not a way to achieve successful outcomes. Residents need to be taught effective approaches to asserting their rights.

 Although SLF staff understand that residents are protected by a Bill of Rights, they may not know the nuances of the rights. For example, swear words and vulgar language impinge on residents’ quality of life. There are a number of subtle ways facilities might use to control residents who speak up. They
might write up an individual as resistant to treatment, or get a family member who tries to intervene barred from the facility. Although there may be instances of deliberate neglect, there is benign neglect that occurs at facilities. Examples include staff not doing their due diligence to protect people from abuse, or letting residents get into situations that may risk their victimization. SLF staff need to be taught about the Bill of Rights so they understand how to fairly treat and protect residents, and report issues.

Residents and their families receive so much paperwork and notices from SLFs, especially at admission, that they often feel overwhelmed. Their printed copy of the SLF Bill of Rights usually gets lost among all the other paperwork they receive. Knowing where their SLF Bill of Rights is does not solve the problem of it being in a language and at a level they can understand. Although state agencies aim to communicate with Minnesotans using plain language, the Bill of Rights has a Flesh-Kincaid reading level of grade 12. Such an advanced reading level does not meet the accessibility needs of many residents.

This handbook is intended to be used by SLF staff to teach residents about the Bill of Rights, so the residents will understand that they have rights, what those rights are, and how to appropriately advocate for them. A secondary benefit of SLF staff teaching residents about the SLF Bill of Rights, is that through teaching, staff will develop a deeper understanding of the residents’ rights. It will help reinforce to SLF staff their conduct requirements and their obligations per Minnesota law.
Tips for Using the Handbook

This handbook is designed to be used as a teaching tool for SLF staff to teach residents about their rights. SLF residents are adults who have a wide variety of learning differences. During a workshop commissioned by the state in 2017 to understand SLF residents’ knowledge of their rights, residents expressed their preference for workbooks. To meet that preference, a workbook written at a 6th grade reading level, was developed to accompany this handbook.

Although the handbook is organized as the rights are presented in the SLF Bill of Rights, the rights can be presented in any order. It is not important to progress through the rights sequentially. If a specific right seems more relevant for a resident than others, start with it. You are encouraged to present the rights in the order that best meets your residents’ needs and interests. Tracking which rights a resident has been taught is important, and the student workbook may be used for this purpose. The workbook’s table of contents contains a checkbox to mark completion of each lesson. It’s okay to review lessons often.

Although the material can be taught in individual or group settings, residents prefer the camaraderie and rich discussions made possible in small groups of 3 to 4. To avoid information overload and to allow processing time, the material should be taught over time. Repetition reinforces learning, so allow residents to repeat lessons and participate in group discussions. For example, you may teach the workbook exercises one-on-one with residents who prefer this structure, and then gather a group for discussion of a specific right.

This handbook may also be used as a training and reference guide for staff.
Tips for Creating a Climate for Learning

A positive environment and safe space for learning should be readied. Positive learning environments can be created by being respectful to residents, by being patient, and through active listening. Active listening can be demonstrated by providing your undivided attention, through verbal feedback such as asking clarifying questions or repeating back what the resident has said, and through non-verbal cues such as making eye-contact, smiling and saying “hmm, yes”. Asking open-ended questions, as opposed to those that can be answered with “yes” or “no”, will help some residents be more engaged in learning and willing to share their ideas. Other residents will respond better to leading questions, which prompts them to answer in a certain way (nea.org).

Although everyone can learn, not everyone has the same capacity for learning. The instructor should be sensitive to individual learning differences. It is up to the instructor to ensure a safe space for residents to learn and contribute their thoughts and ideas. Try not to use the word “no” in response to a wrong answer. For example, a resident may ask whether their incorrect answer is right, and instead of “no”, you might say, “let’s take a look” or “let’s keep working on this.” Hearing “no” or other negative responses, especially those said in a demeaning tone, can compromise the resident’s confidence and willingness to share their thoughts (nea.org).

Some residents will require more supports than others. For example, some residents may not be able to read, but they should still receive their own copy of the workbook. The instructor should read aloud and assist these residents in completing the lessons as appropriate. For example, lessons that require drawing a line for matching could be read aloud and as the resident identifies the correct answer, they
can be shown where to draw the line. It’s okay to use other supports such as singing or performing skits to help the residents learn.

**Structure of the Handbook**

This handbook is the equivalent of a teacher’s edition and provides information to aid the instructor in teaching residents about the Bill of Rights. Each Right section stands alone and focuses on a single right. Rights may be taught independent of each other. Every Right contains the learning objectives and outcomes, background information on the Right, a set of lessons, and discussion questions.

An accompanying workbook designed to be used by residents will help strengthen residents’ understanding of their rights. Although small scale pictures of the resident workbook lessons with answers are included in this handbook, the instructor should review the accompanying workbook and become familiar with the workbook and lessons.

The instructor should provide residents paper copies of the accompanying workbook and the official Health Care Bill of Rights for Residents of Supervised Living Facilities (as adapted for SLFs from Minnesota Statute 144.651 Health Care Bill of Rights) prior to reviewing materials with residents.

A link to the official Health Care Bill of Rights for Residents of Supervised Living Facilities (as adapted for SLFs from Minnesota Statute 144.651 Health Care Bill of Rights) is available on page 87 of this handbook -- see Appendix 2- References, Supervised Living Facilities Bill of Rights.
Right 1 – Information about Rights

Background Information on This Right

Residents should be told at admission that there are legal rights for their protection while they are living at the facility and throughout their treatment and maintenance in the community. The resident, their guardians, or those they choose to speak for them should be provided the SLF Bill of Rights and, if requested, the facility policies and inspection findings from state and local health authorities.

Reasonable accommodations should be made for those who have communication disabilities or who speak a language other than English.

Readiness Checklist

✓ Gather in a space free from loud noise and distractions.
✓ Review Tips for Creating a Climate for Learning.
✓ Have materials on hand: pencils, erasers.
✓ Ensure residents have their workbooks and the SLF Bill of Rights.
✓ Be prepared to handle residents telling their personal story about their rights being violated.
✓ Be prepared to assist the resident in following procedures to request facility policies and inspection findings from state and local health authorities.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 1.
- Read What you will learn about this right.

<table>
<thead>
<tr>
<th>What you will learn about this right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand what a right is.</td>
</tr>
<tr>
<td>2. Understand what the Supervised Living Facility Bill of Rights is.</td>
</tr>
<tr>
<td>3. Understand what other information you have a right to know.</td>
</tr>
</tbody>
</table>

Lesson 1

Say to residents:

- Supervised Living Facility is the formal name for your residence.
- Your residence might be a group home.
- We will use the word facility to refer to where you live.
• There is a law that protects your best interests while you live at the facility.
• Each of your protections is called a right.
• A right describes how people should act to treat you fairly.
• Open your workbook to Lesson 1.

Workbook: Have residents read (or read to non-readers) Easy Read Guide Right 1 — Information about Rights.

Lesson 1
Read Easy Read Guide, Right 1 — Information about Rights

There are rights that protect you.
Staff must tell you about your rights.

Lesson 2

Say to residents:

• There are 25 rights that protect you.
• All 25 rights are listed in the Bill of Rights for Supervised Living Facilities.
• We will learn about each of these rights, one at a time.

Workbook: Have residents follow instructions in their workbooks for Lesson 2.


Lesson 2
Fill in the blanks using words from the Word List. Cross out each word after you use it.

Word List
• 25
• rights
• fairly
• Bill of Rights

There are ___25___ rights in the Bill of Rights.
Each right makes sure you are treated _____fairly__________.
The Bill of Rights contains 25 _____rights___________.
All the rights are in the ______Bill of Rights___________.

Ask residents: What do you know about having rights that protect you?
Lesson 3

Say to residents:

- You must be told at admission that there are legal rights for your protection.
- You have the right to know information about this facility.
- You have the right to know about the facility policies.
- You have the right to see the health inspection reports.
- Your guardian or the person you choose to speak for you has a right to this information.
- You can ask staff for this information.

Workbook: Have residents follow instructions in their workbook for Lesson 3.

Answers: ALL are True

<table>
<thead>
<tr>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The official Bill of Rights is in this workbook for you to have.</td>
</tr>
<tr>
<td>Turn to the section of this workbook to see the Bill of Rights.</td>
</tr>
<tr>
<td>2. Make a check mark (✓) for each true statement.</td>
</tr>
<tr>
<td>✓ I can ask for a copy of the facility policies.</td>
</tr>
<tr>
<td>✓ I can ask for a copy of the health inspection reports.</td>
</tr>
<tr>
<td>✓ The person I choose to speak for me can ask to see the health inspection reports.</td>
</tr>
<tr>
<td>✓ My guardian can have a copy of the Bill of Rights.</td>
</tr>
</tbody>
</table>

Discussion Questions

Ask residents: What is a right?

- Listen for answers that describe protections by law and Bill of Rights.

Ask residents: What additional information about the facility do you have the right to know?

- Listen for facility policies and health inspection findings.
Right 2 – Courteous Treatment

Background Information on This Right

Residents have the right to be treated with courtesy and respect for their individuality by staff or persons providing service in a health care facility.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.
- Be prepared to handle residents telling their personal stories about courteous treatment.

Lessons
(5-10 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 2.
- Read What you will learn about this right.

What you will learn about this right

1. Understand what courteous treatment means
2. Know who must provide courteous treatment.

Lesson 1

Ask residents: What does courteous treatment mean to you?

Say to residents:

- Thanks for sharing your understanding.
- Now let’s learn more about it.
- Courteous treatment means being polite
- It means treating people with respect.
- Staff must be courteous to you.
- People who provide services at the facility must be courteous to you.
- Open your workbook to Lesson 1.
Lesson 2

Say to residents: Turn to Lesson 2 in your workbook.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: Residents should draw a line from the words: “saying please,” “saying thank you,” “listen to me,” “being patient” to “Courteous Treatment”

Invite residents to reflect on what they learned.

Discussion Questions

What does courteous treatment mean to you?

- Listen for polite and respect.
Right 3 – Appropriate Health Care

Background Information on This Right

Residents have the right to appropriate medical and personal care that is based on their individual needs. Appropriate care means care that is designed to help residents achieve their highest level of physical and mental functioning.

This right is limited if there are not public or private resources to pay for the care.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers, post-it notes.
- Ensure residents have their workbook.
- Be prepared to handle clients telling their personal stories.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 3.
- Read What you will learn about this right.

What you will learn about this right

1. Understand what appropriate health care means
2. Know the limitation of this right.

Lesson 1

Say to residents:

- Appropriate care means care that helps you function the best.
- You have the right to appropriate medical care for your needs.
- You have the right to appropriate personal care for your needs.
- You may have different needs than other residents.
- Please open your workbook to Right 3.
Lesson 2

Say to residents:

- You may not get all the medical care you need if there is no money to pay for it.
- You may not get all the personal care you need if there is no money to pay for it.
- The money for your care comes from public or private places.
- Let’s look at Lesson 2 in your workbook.

Workbook: Have residents follow instructions for Lesson 2.

Answers: Residents should circle: “help getting on toilet,” “help getting in car,” “vaccinations,” “medicine for infection”
Ask residents to reflect on what they learned about people needing different care and the same care.

**Discussion Questions**

What does appropriate health care mean?

- Listen for an understanding of care to help you function best.
- Listen for an understanding of medical or personal care.

Is there anything that might limit the health care available?

- Listen for a lack of funding.
Right 4 – Physician’s Identity

Background Information on This Right

Residents have the right to be provided, in writing, the name, business address, telephone number, and specialty of the physician responsible for their coordination of care.

In cases where it is inadvisable for the resident to have this information, the physician must document such in the resident’s care record. Then the information may be provided to the resident’s guardian or other person designated by the resident as a representative.

Readiness Checklist

✓ Gather in a space free from loud noise and distractions.
✓ Review Tips for Creating a Climate for Learning.
✓ Have materials on hand: pencils, erasers.
✓ Ensure residents have their workbook.

Lessons

(15-20 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 4.
- Read What you will learn about this right

What you will learn about this right

1. Know the name of your doctor.
2. Know how to contact your doctor.
3. Understand when staff may give your doctor’s contact information to others.

Lesson 1

Say to residents:

- Staff will give you the name of your doctor.
- Staff will give you your doctor’s specialty.
- Staff will give you your doctor’s business address.
- Staff will give you your doctor’s phone number.
- Please open your workbook to Right 4.
Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 4 – Your Doctor

Ask residents: Do you have information for your doctor written down somewhere?

**Lesson 2**

Say to residents:

- In special cases, residents will not get their doctor’s information.
- In these cases, staff will give the information to the guardian or person who speaks for the resident.
- Now let’s turn to Lesson 2 in your workbook.

Workbook: Have residents follow instructions for Lesson 2.

Answers: Residents should draw a line from the words “The name of my doctor,” “My doctor’s phone number,” “My doctor’s specialty,” “My doctor’s business address” to the picture of the stethoscope.

Invite residents to reflect on Lesson 2.
Discussion Questions

Do you have your doctor’s contact information?

- Listen for those who may need help getting this information.
Right 5 – Relationship with Other Health Services

Background Information on This Right

Residents who receive health care services from outside providers are entitled to written information which includes the name, address, and description of services provided by the outside provider. Outside providers are individuals, corporations, and organizations other than the facility.

In cases where it is inadvisable for the resident to have this information, the physician must document such in the resident’s care record. Then the information may be provided to the resident’s guardian or other person designated by the resident as a representative.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.
- Be prepared to help resident record information about services they may receive from outside providers.

Lessons

(10-15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 5.
- Read *What you will learn about this right*.

What you will learn about this right

1. Know the name of your service providers
2. Know how to contact your service providers
3. Understand when staff may give your service provider contact information to others

Lesson 1

Say to residents:
You have the right to written information about outside health care providers.
You can have the name of the outside provider.
You can have the address of the outside provider.
You can have a description of the service given by the outside provider.
Please turn to Lesson 1 in your workbook.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 5 – Other Health Services

**Lesson 1**

*Read Easy Read Guide, Right 5 – Other Health Services*

You might get other health services.
Staff will give you in writing:
- the provider name
- the provider address
- a description of the service

Staff will also give this information to a person you choose to speak for you.
Staff will also give this information to your guardian.

**Lesson 2**

Say to residents:
- In special cases, some residents may not get the contact information for outside health care service providers.
- In these cases, the resident’s guardian or person they choose to speak for them will get the information.

Ask residents: Do you have information for your health care services written down somewhere?

Workbook: Have residents follow instructions in Lesson 2. Help residents record information about other health care service providers.

**Discussion Questions**
Do you have your health care service provider’s contact information?

- Listen for those who may need help getting this information.
Right 6 – Information about Treatment

Background Information on This Right

Residents may receive from their physician complete information about their diagnosis, treatment, alternatives, risks, and prognosis. This information may include likely medical or major psychological results of the treatment. This information should be provided in terms the resident can understand. Residents have the right to refuse this information.

The resident may be accompanied by a family member, or someone they choose to represent them, or both.

In cases where it is inadvisable for the resident to have this information, the physician must document such in the resident’s care record. Then the information may be provided to the resident’s guardian or other person designated by the resident as a representative.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(20 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 6.
- Read What you will learn about this right.

What you will learn about this right

1. Understand what information your doctor will tell you about your diagnosis.
2. Understand what information your doctor will tell you about your treatment.
3. Know who can go to the doctor with you.

Lesson 1
Say to residents:

- You have the right to all information about your medical situation.
- Your doctor will tell you your diagnosis.
- Your doctor will tell you your treatment.
- Your doctor will tell you other options for treatment.
- Your doctor will tell you the risks.
- Your doctor will tell you your likelihood of getting well.
- Your doctor will tell you the likely medical results of treatment.
- Your doctor will tell you the likely mental results of treatment.
- Your doctor must tell you this information in language you understand.
- Your doctor can give this information to your guardian.
- You can refuse to have this information.
- Please turn to Right 6 in your workbook.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 6 – Information about Treatment

Lesson 1

Your doctor will give you information about your diagnosis and treatment.
Your doctor will help you understand what to expect.
Your family can go with you.
A person you choose to speak for you can go with you.

Invite the residents to reflect on what they read.

Lesson 2

Say to residents:

- A family member can go to the doctor with you.
- The person you choose to speak for you can go to the doctor with you
- Both people can go to the doctor with you.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: Residents should draw a line from “Diagnosis” to “Reason for your illness,” from “Treatment” to “Way to help you feel better when you are sick,” from “Risks” to “Bad things that could
happen to your body,” from “Likelihood of getting well” to “Chance that you will get well,” from “Likely results of treatment” to “Chance of what can happen to your body from treatment”

Ask residents to reflect on what they learned.

**Discussion Questions**

What information about your treatment do you have a right to know?

- Listen for diagnosis, treatment, alternatives, risks.

Who can go with you to understand information about your treatment?

- Listen for family and person they choose to speak for them.
Right 7 – Planning Your Treatment and Notification of Family

Background Information on This Right

Residents have the right to participate in the planning of their health care, including:

- The opportunity to discuss treatment and alternatives with individual caregivers
- The opportunity to request and participate in formal care conferences
- Having a family member or representative, or both present.

If the resident can’t be present, a family member or representative chosen by the resident may be included in the conferences.

If a resident who enters the facility is unconscious or comatose or unable to communicate, the facility should make reasonable efforts to notify a family member or person designated in writing by the resident as the person to contact in an emergency, that the resident has been admitted to the facility. The family member should be allowed to participate in treatment planning, unless:

- The resident has an effective advance directive to the contrary
- The facility knows the resident has specified in writing that they do not want the family member included in treatment planning

Before allowing the family member to participate in treatment planning, the facility must make reasonable efforts to determine if the resident has executed an advance directive for their health care decisions. Reasonable efforts include:

- Examining resident’s personal effects
- Examining resident’s medical records in possession of the facility
- Asking emergency contact or family member whether resident has an advance directive, and whether resident has a physician the resident normally goes to for care
- Asking the physician who the resident normally goes to for care, whether the resident has an advance directive.

Reasonable efforts to notify a family member or designated emergency contact include:

- Examining the resident’s personal effects to identify contact information
- Examining the medical records in possession of the facility for contact information

If the facility is unable to notify a family member or designated emergency contact within 24 hours of admission, the facility should notify the county social service agency or local law enforcement of the resident’s admission.
Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning
- Have materials on hand: pencils, erasers
- Ensure residents have their workbooks
- Be prepared for staff to ask how they can create an advance directive.

Lessons

(25-30 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 7.
- Read What you will learn about this right.

What you will learn about this right

1. Understand that you have the right to take part in the planning of your health care.
2. Understand who will be contacted if you are unable to communicate when you enter the facility.
3. Know that reasonable efforts will be made to determine if you have an advance directive for your health care decisions.

Lesson 1

Say to residents:

- You have the right to participate in the planning of your health care.
- You can talk about your treatment with your care givers.
- You can ask for care conferences.
- You can take part in your care conferences.
- You can include a family member in your care conferences.
- You can include a person you choose to speak for you in care conferences.
- Now let’s open your workbooks to Right 7.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 7 – Your Treatment Plan
Ask residents to reflect on what they read.

**Lesson 2**

Say to residents:

- Staff will try to call your family if you cannot communicate at admission.
- Staff will try to call a person you chose to speak for you if you cannot communicate at admission.
- Staff can look in your personal property for their contact information.
- Staff can look in your medical record for their contact information.
- If staff cannot find the phone numbers they will get help.
- Staff will call County Social Services for help.
- Staff will call the police or sheriff for help.
- Please open your workbook to Lesson 2.

Workbook: Have resident follow instructions for Lesson 2.

Answers: Check all except: “Call 9-1-1 and tell them I am at the facility”
Lesson 3

Say to resident:

- Some people have an advance directive.
- An advance directive is a written statement of your wishes for end of life care.
- It is written before you become too ill to speak for yourself.
- It includes who you choose to make decisions about your health care.
- Staff will try to find out if you have an advance directive.
- Staff can look in your personal property.
- Staff can look in your medical record.
- Staff can ask your family.
- Staff can ask your emergency contact.
- Staff can ask your doctor.
- Turn to Lesson 3 in your workbook.

Workbook: Have resident follow instructions in workbook for Lesson 3.

Answers: Check all except: “Call 9-1-1 to find out”

Discussion Questions

What did you learn about the planning for your treatment?

- Listen for diagnosis, treatment, alternatives, risks.

What did you learn about advance directives?

- Listen for this being something they create before becoming ill, and that it specifies what they want to happen if they become too ill to make or communicate decisions for themselves.
Right 8 – Continuity of Care

Background Information on This Right

As facility policy allows, staff should be cared for with reasonable regularity, and with continuity of staff assignments.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning
- Have materials on hand: pencils, erasers
- Ensure residents have their workbooks

Lessons

(10-15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 8.
- Read What you will learn about this right.

<table>
<thead>
<tr>
<th>What you will learn about this right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand that staff should try to provide your care in the same way and at the same time.</td>
</tr>
<tr>
<td>2. Understand that the facility should try to have the same staff care for you.</td>
</tr>
</tbody>
</table>

Lesson 1

Say to residents:

- Continuity of care means that there will not be any big changes or interruptions to your care.
- Staff will try to provide care to you in the same way every day
- Staff will try to provide your care at the same time every day.
- The facility will try to assign the same staff to care for you.
- Please turn to Lesson 1.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 8 – Continuity of Care
Lesson 1

*Easy Read Guide, Right 8 – Continuity of Care*

Your facility will try to give you the same staff.
Your facility will try to give you a schedule for your care.

Invite residents to reflect on what they read.

Lesson 2

Workbook: Have residents follow instructions for workbook Lesson 2.

Answers: “care;” “changes;” “staff”

Lesson 2

Fill in the blanks using the words from the box [Word List]:

**Word List**

changes

care

staff

Continuity of _____care____ means there will not be any big

_____changes________ in my care. The same _____staff________

will be assigned to me every day if possible.

Invite residents to reflect on what they’ve learned.

Discussion Questions

What does continuity of care mean to you?

- Listen for no big changes or interruptions to care.
- Listen for care to happen the same way.
- Listen for assignment of same staff.
Right 9 – Right to Refuse Care

Background Information on This Right

Residents who make decisions for themselves have the right to refuse treatment based on the information required in Right 6 – Information about Treatment. Residents must be informed of the medical or major psychological results that are likely to result if they refuse treatment, medication or dietary restrictions. This information must be documented in the resident’s medical record.

The attending physician must document in the resident’s medical record when a resident is incapable of understanding the circumstances but has not been adjudicated incompetent, or when legal requirements limit the right to refuse treatment.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.
- Be prepared to handle residents telling their personal stories about refusing care.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 9.
- Read What you will learn about this right.

What you will learn about this right

1. Understand what refusing care means.
2. Know who can refuse care.

Lesson 1

Say to residents:

- You can refuse 3 things kinds of care.
  1. You can refuse treatment.
  2. You can refuse medication.
  3. You can refuse to have limits on how much food you eat.
• Refusing care can cause medical problems.
• Refusing care can cause mental problems.
• You will be told of any problems that might happen.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 9 – Right to Refuse Care.

**Lesson 1**
*Easy Read Guide, Right 9 – Right to Refuse Care*

If you make decisions for yourself, you can refuse:
• medical care
• medication
• food control

Staff will explain what could happen if you refuse these.

**Lesson 2**

Say to residents

• People who make decisions for themselves can choose to refuse care.
• Some people can’t make decisions for themselves.
• These people don’t have the right to refuse care.

Workbook: Have residents open Lesson 2 and read instructions. Call out the words in the following order, giving residents time to find each picture and cross it out:

• Apple
• Band-Aid
• Cupcake
• Leg cast
• Candy cane
• Ice cream cone (BINGO)
• Medicine (another BINGO)
Ask residents to reflect on why some people don’t have the right to refuse care.

**Discussion Questions**

What kind of care can you refuse?

- Listen for answers that describe treatment, medical, or food control.

What might happen if you refuse food control?

- Listen for an understanding that they might eat too much and get fat, which is not good for their body.

Can everyone refuse care?

- Listen for an understanding that those who do not make decisions for themselves, don’t have the right to refuse care.
Right 10 – Experimental Research

Background Information on This Right

Written, informed consent must be obtained prior to a resident’s participation in experimental research. Residents have the right to refuse participation. Both consent and refusal shall be documented in the individual care record.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 10.
- Read What you will learn about this right.

What you will learn about this right

1. Understand that you do not have to take part in a study or experiment.
2. Understand that you must give the okay in writing.

Lesson 1

Say to residents:

- You can choose to participate in a study or experiment.
- Staff must tell you of any potential medical risks.
- Staff must get your okay in writing.
- You do not have to take part in a study or experiment.
- Your decision will be put in your care record.
- Please turn to Right 10 in your workbook.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 10 – Experimental Research
Invite residents to reflect on what they read.

Lesson 2

Say to residents: Now let’s turn to Lesson 2 in your workbook.

Workbook: Have residents follow instructions for Lesson 2.

Answers: 3; 1; 2

Invite residents to reflect on what they learned.

Discussion Questions

What have you learned about your right to participate in a study or experiment?

- Listen for their right to refuse.
- Listen for their right to know of medical risks.
- Listen for the requirement for them to provide their consent in writing.
Right 11 – Freedom from Maltreatment

Background Information on This Right

Maltreatment is a complex concept, comprised of three components - abuse, financial exploitation, and neglect. A complete definition of maltreatment can be found in the Vulnerable Adults Protection Act, Minnesota Statute 626.5572. The statute addresses abuse in subdivision 2, financial exploitation in subdivision 9, and neglect in subdivision 17. Highlights:

1. Abuse can take many forms, such as:
   - Physical - hitting, slapping, kicking, pinching, biting, or physical punishment.
   - Emotional – verbal, written or gestured language directed toward a resident that is disparaging, derogatory, humiliating, harassing, or threatening.
   - Sexual – any sexual contact between staff or service provider and a resident.
   - Deprivation procedures, confinement or seclusion, including the forced separation of the resident from other persons against the resident’s will.
   - Forcing or coercing of the resident to provide services for the advantage of another.

2. Financial exploitation is inappropriate activities, such as:
   - Engaging in unauthorized expenditure of resident’s funds.
   - Failing to use the resident’s financial resources to provide food, clothing, shelter, health care, therapeutic conduct or supervision, which may result in a detriment to the resident.
   - Using, withholding, or disposing of funds or property of a resident.
   - Gaining control of a resident’s funds through harassment, pressure, or fraud.
   - Getting a resident to perform services for the profit or advantage of another.

3. Neglect includes the failure to provide the care or services necessary to provide physical or mental health and safety to a resident. These include, but are not limited to, food, clothing, shelter, health care, and supervision.

SLF residents have the right to live in a safe environment that is free from abuse, neglect, and financial exploitation.

Readiness Checklist
Gather in a space free from loud noise and distractions.
Review Tips for Creating a Climate for Learning.
Have materials on hand: pencils, erasers, post-it notes.
Ensure residents have their workbooks.
Have device ready to access internet for watching videos.
Be prepared to handle clients telling their personal story about abuse.

Lessons
(30 minutes)

What you will learn

Say to residents:

- Please open your workbook to Right 11.
- Read What you will learn about this right.

What you will learn about this right

1. Understand what maltreatment means.
2. Know your right to be free from maltreatment.
3. Know how to report maltreatment.

Lesson 1

Ask residents: Have you heard the word maltreatment? What does it mean?

Write key words from residents’ definition on post-it notes. Stick the post-it notes to the wall. The post-it notes will be added to during the lessons.

Say to residents: Turn to Right 11 in your workbook.

Have residents read (or read to non-readers) Easy Read Guide, Right 11 – Freedom from Maltreatment.
Ask residents: Now that we’ve learned more, what can we add to what *maltreatment* means?

Capture the key words on post-it notes and stick to the wall. Let residents help with this they can.

Say to residents:

- Maltreatment includes even more kinds of abuse.
- We’re going to learn more about maltreatment.

**Lesson 2**

Say to residents:

There are 3 things that make up maltreatment.

- The first thing is abuse.
  - Hurting someone’s body is abuse.
  - Saying mean things and bullying is abuse.
  - Unwanted sexual touching by staff is abuse.
  - Not letting you be with other people, or taking things away from you is abuse.
  - Getting you to do work for other people when you don’t want to is abuse.
- The second thing that makes up maltreatment is about your money.
  - Misuse of your money is maltreatment.
  - Taking your money is maltreatment.
  - Throwing away your personal belongings without your say so is maltreatment.
- The third thing that makes up maltreatment is neglect.
  - Neglect means not to provide the care and services you need, like food, clothing, health care, and supervision.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: all but “Friends” and “Friends Dressed Up” should be crossed out
Invite residents to reflect on this lesson.

**Lesson 3**

Say to residents: We’re going to watch a short video that shows examples of maltreatment.

Workbook: Have residents open their workbooks to Lesson 3, and point out that there is space for note taking if they would like to write anything down. Watch the video on Freedom from Maltreatment.

Ask residents: Did you learn anything new about maltreatment?

Capture their thoughts on post-it notes and stick to wall.

**Lesson 4**

Say to residents:

- Maltreatment should be reported if it happens to you.
- Maltreatment should be reported if you think it is happening to someone else.
- Let’s turn to Lesson 4 in your workbooks to find out how to report abuse.

Workbook: Have residents review abuse reporting information in Lesson 4.
Lesson 4 – Reporting Abuse

Report abuse if it happens to you.
Report abuse if you think it might be happening to someone.
If you suspect abuse and want to file a complaint, call the Minnesota Adult Abuse Reporting Center (MAARC) at 1-844-880-1574
Staff are available to take your call 24 hours a day, seven days a week

Ask residents: Can you think of other ways to report abuse? Capture resident’s ideas on post-it notes and stick to wall.

Invite resident to reflect on the amount of post-it notes on the wall. Point out that they’ve learned a lot about what maltreatment is and how to report it.

Discussion Questions

What are some examples of maltreatment?

- Listen for answers that describe abuse, financial exploitation, or neglect.
- Add to the post-it notes on the wall.

Who would you tell if maltreatment is happening to you or someone else?

- Listen for who they would call.
- Listen for whether they would be afraid to speak up.
- Add to the post-it notes on the wall.
- Review the post-it notes on the wall, one by one.
Right 12 – Treatment Privacy

Background Information on This Right

Residents have the right to be treated with respect and to have privacy during their medical and personal care.

The following activities are confidential and should be conducted discreetly:

- Case discussions
- Consultations
- Examinations

Except as needed for resident safety or assistance, privacy should be respected during the following activities:

- Bathing
- Toileting
- Other personal hygiene

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 12.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to privacy for personal care.
2. Know your right to privacy for medical care.

Lesson 1
Say to residents:

- You have the right to be treated with respect.
- You have the right to privacy during your personal care.
- You have the right to privacy when bathing.
- You have the right to privacy when using the toilet.
- Staff can help you if you say so.
- Staff will not embarrass you. Staff will not offend you.
- Please open your workbook to Lesson 1.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 12 – Treatment Privacy

### Lesson 1

*Easy Read Guide, Right 12 – Treatment Privacy*

Staff will treat you with respect during your personal care.

You will have privacy for:

- going to the bathroom
- bathing
- personal hygiene

Staff can help you with these if you choose.

### Lesson 2

Say to residents:

- Your personal care activities are confidential.
- Your medical care activities are confidential.
- Your case discussions are confidential.
- Your consultations are confidential.
- Your examinations are confidential.
- Let’s go to Lesson 2 in your workbook.

Workbook: Have residents follow instructions for Lesson 2.

Answers: Residents should draw a line from the picture of a toilet to the house and a line from the picture of a shower to the house.
Invite residents to reflect on what they read.

**Discussion Questions**

What have you learned about your right to treatment privacy?

- Listen for being treated with respect.
- Listen for privacy during personal care.
- Listen for confidentiality, and conducting care so resident does not become embarrassed.
Right 13 – Confidentiality of Records

Background Information on This Right

Residents’ medical and personal records are confidential, and they can approve or deny their release to people outside the facility. Residents should be notified when their personal records are requested by someone outside the facility. They may select someone to accompany them when their records are the subject of a personal interview.

This right does not apply to:

- complaint investigations and inspections by the Department of Health
- third-party payment contracts
- where provided by law

Readiness Checklist

✔ Gather in a space free from loud noise and distractions.
✔ Review Tips for Creating a Climate for Learning.
✔ Have materials on hand: pencils, erasers.
✔ Ensure residents have their workbooks.

Lessons
(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 13.
- Read What you will learn about this right.

What you will learn about this right

1. Know that your personal and medical records are confidential.
2. Know that you may approve or refuse release of your records.
3. Know that staff will tell you if someone asks your records.
4. Know this right does not apply in some situations.

Lesson 1

Say to residents:

- Your personal records are confidential.
- Your medical records are confidential.
You can decide which people outside the facility can have a copy of your records.
You can refuse to let people outside the facility have a copy of your records.
You will be told if someone asks for a copy of your records.
Please turn to Lesson 1 in your workbooks.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 13 – Confidentiality of Records

### Lesson 1

(*Easy Read Guide*, Right 13 – Your Records Are Private)

You have the right to say who can see information about your care.
Staff will tell you if someone asks to see your personal records.

Invite residents to reflect on what they read.

### Lesson 2

Say to residents:

- Sometimes people can see your records without your approval.
- The Department of Health can see your records if it is doing an inspection.
- Other agencies can see your records if they are doing an investigation.

Workbook: (exercise check with matching about who can see their records)

Answer: the penguin saying “I don’t care who sees your personal record” should be circled.
Invite residents to reflect on what they learned.

**Discussion Questions**

(5 minutes)

Who decides who can see your personal and medical records?

- Listen for an understanding of their right to approve or refuse.
Right 14 – Disclosure of Services Available

Background Information on This Right

Residents should be informed of both the services that are included in the daily room rate, and of other services that are available at an additional charge. This information should be provided to residents prior to or at the time of admission and during their stay at the facility.

The facility should assist residents in finding out whether Medicare or medical assistance will pay for any or all of the services.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure resident has their workbook.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 14.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to be told of the services that are part of your daily room rate.
2. Know your right to be told of other services available for extra charges.

Lesson 1

Say to residents:

- You have the right to know what services are part of your daily room rate.
- You have the right to know what services are available at extra cost.
- Staff should tell you about services at admission.
- Staff should tell you about services during your stay at the facility.
- Please turn to Lesson 1 in your workbooks.
Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 14 – Services Available

**Lesson 1**

*Easy Read Guide*, Right 14 – Services Available

Staff will tell you of services included in what you pay for your room.

Staff will tell you of extra services you can pay for.

Staff will assist you to find out:

- What services Medicare will pay for
- What services Medical Assistance will pay for

Invite residents to reflect on what they read.

**Lesson 2**

Say to residents:

- Turn to Lesson 2 in your workbooks and follow the instructions.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: Residents should draw a line from the big star to: “Prepare meals,” “Pass medication”

**Lesson 2**

Connect the big star to the little stars for services your facility provides.

- Prepare meals
- Row a boat
- Pass medication
- Fly a kite
- Dusting

Ask residents: What services does your facility provide?

**Lesson 3**
Say to residents:

- Staff will help you find out what services Medicare will pay for.
- Staff will help you find out what services medical assistance will pay for.

Workbook: Have residents follow instructions in workbook for Lesson 3.

Answers: 1-True; 2-False; 3-True

### Discussion Questions

What have you learned about your right to know about services at the facility?

- Listen for what is included in the daily room rate.
- Listen for other services available at an extra cost.
- Listen for staff responsibility to help them find out whether Medicare or medical assistance will pay for services.
Right 15 – Responsive Service

Background Information on This Right

Residents should be provided prompt and reasonable responses to their questions and requests.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons (15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 15.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to quick answers to your questions and requests.
2. Know your right to fair answers to your questions and requests.

Lesson 1

Say to residents:

- Staff should be quick to answer your questions and requests.
- Staff should give you fair answers to your questions and requests.
- Please turn to Lesson 1 in your workbooks.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 15 – Responsive Services
Invite residents to reflect on what they read.

Lesson 2

Say to residents:

- Turn to Lesson 2 in your workbooks

Workbook: Have residents follow instructions for Lesson 2.

Answers:

- Problem 1 – staff are fast.
- Problem 2 – staff are not fast.
- Problem 3 – staff are not fair.
- Problem 4 – staff are fair. People need different amounts of care.
Lesson 2

Read each problem. Read staff answer to each problem. If staff answer is fast, circle the rabbit. If staff answer is fair, circle the check mark. Some answers will not have any circles.

Problem 1: I’m out of toilet paper.
   Staff: I’m getting toilet paper for you right now.

Problem 2: You want to see the health inspection reports for the facility.
   Staff: You have to wait until next month.

Problem 3: Everyone is having ice cream and you want some.
   Staff: No ice cream for you. You did not eat your peas.

Problem 4: I am not getting as much personal care as my roommate.
   Staff: You are able to do more things for yourself. You do not need as much help as your roommate.

Discussion Questions

How should staff respond to your questions and requests?

- Listen for quick and fair responses.
Right 16 – Personal Privacy

Background Information on This Right

Residents have the right to their privacy, individuality, and cultural identity as related to their social, religious, and psychological well-being.

Staff should respect the privacy of the resident’s room by knocking on the door and seeking consent before entering, except in an emergency or where clearly inadvisable.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbook.

Lessons
(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 16.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to your own privacy.
2. Understand what your own privacy includes.

Lesson 1

Say to residents:

- You have the right to your privacy.
- Please turn to Right 16 in your workbook.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 16 – Personal Privacy
Invite residents to reflect on what they read.

Lesson 2

Say to residents:

- You have the right to be yourself.
- You have the right to your own culture.
- You have the right to your own religion
- You have the right to mental wellness.
- Please turn to Lesson 2 in your workbooks.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: Residents should draw pictures or write words for each topic.
Lesson 3

Say to residents:

- Staff will respect the privacy of your room.
- Staff will knock on your door.
- Staff will wait for you to say they can enter your room.
- Staff may enter your room without permission in an emergency.
- Please turn to Lesson 3 in your workbooks.

Workbook: Have residents follow instructions in workbook for Lesson 3.

Answers: Residents should draw a line from the statement to the door for all examples except “Walk in my room without asking permission”

Discussion Questions

What are some ways staff can show they respect the privacy of your room?

- Listen for staff knocking on door and seeking consent before entering.
Right 17 – Right to Grievances (Complaints)

Background Information on This Right

The Right to Grievances concerns encouraging and assisting residents throughout their stay at the facility, to understand and exercise their rights. This includes voicing:

1. Grievances
2. Ideas for changes in policies and services

Residents may communicate grievances and ideas to staff and other people of their choice. They should be permitted to communicate without interference, coercion, discrimination, or reprisals, such as threat of discharge.

The SLF must have a written grievance procedure that includes:

1. The process to be followed;
2. Specified time limits, including time for the facility to respond;
3. A provision for the resident to have an advocate;
4. A written response to written grievances; and
5. A provision for a timely response by an impartial decision maker if the grievance is not resolved.

Notice of the grievance procedure, as well as addresses and phone numbers for the Office of Health Facility Complaints and the ombudsman must be posted in a conspicuous place.

Readiness Checklist

✓ Gather in a space free from loud noise and distractions.
✓ Review Tips for Creating a Climate for Learning.
✓ Have materials on hand: pencils, erasers.
✓ Ensure residents have their workbooks.
✓ Have facility grievance procedure available.
✓ Have a computer or mobile device connected to internet to view video.
✓ Be prepared to handle clients telling their personal stories about grievances.

Lessons

(30 minutes)

What you will learn

Say to residents:

• Please open your workbooks to Right 17.
• Read What you will learn about this right.
Lesson 1

Ask residents: Have you heard the word *grievance*?

Say to residents: A grievance is when you make a complaint about treatment.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide, Right 17 – Grievances*

**What you will learn about this right**

1. Understand what *grievance* means.
2. Understand staff must help you with grievances.
3. Understand that you may recommend changes to policies or services.
4. Know how to report grievances.

Lesson 2

Say to residents:

- Staff must help you with grievances.
- Let’s look at Lesson 2 in your workbook.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: the list of phrases in “what you should do?” are in the same order as the list of steps
Lesson 2

The steps to follow for making a complaint are below. Match each step with a What You Should Do statement in the box [list below]. Write the number for the step:

<table>
<thead>
<tr>
<th>Step</th>
<th>What You Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Stay calm.</td>
</tr>
<tr>
<td>2.</td>
<td>Try to work things out.</td>
</tr>
<tr>
<td>3.</td>
<td>Get an advocate.</td>
</tr>
<tr>
<td>4.</td>
<td>Follow the procedure.</td>
</tr>
<tr>
<td>5.</td>
<td>Write up your complaint.</td>
</tr>
<tr>
<td>6.</td>
<td>Wait for a response.</td>
</tr>
<tr>
<td>7.</td>
<td>Contact the State.</td>
</tr>
</tbody>
</table>

Step 1: People stop listening if you get worked up and start yelling. What should you do?
Step 2: File a complaint only if you can not work things out. What should you do?
Step 3: If you need help you can choose someone to help you. You can ask staff to find someone to help you. What should you do?
Step 4: Ask staff for the grievance procedure so you can do it right. What should you do?
Step 5: Write a short note about your complaint. What should you do?
Step 6: Ask staff when you will get a response. What should you do?
Step 7: What to do if you do not get a fair answer or if it takes too long. What should you do?

Invite residents to reflect on lesson.

Lesson 3

Say to resident:

- We’re going to watch a short video that shows examples of grievances.
- Please open your workbook to Lesson 3.
- There is space for you to record notes if you would like to.

Workbook: Watch video on grievances.

Ask resident: What did you learn about ways to handle grievances?

Lesson 4

Say to residents:

- A policy can be rules of the facility.
- A policy can be a plan for the facility.
- You can give staff your ideas about changes to policies.
- A service is the work staff do to help residents.
- You can give staff your ideas about changes to services.
- Let’s look at Lesson 4 in your workbook.
Workbook: Have residents follow instructions in workbook Lesson 4.

**Lesson 4**

See an example of how to write a suggestion for change to a policy or service. Then practice writing a suggestion.

Here is an example of a suggestion letter. The first three lines show who the letter is written to, who it is from, and the date. The fourth line explains what the suggestion is about using a few words. The other lines are a description of the suggestion.

To: The person in charge  
From: Your name  
Date: The date today  
Change to Pizza Nights.

Some residents do not like red meat. On Pizza Nights all the pizzas have red meat toppings. We would like to have pizzas with chicken and cheese only toppings.

Now, practice writing a suggestion for change in the space below. Write who the letter is written to, who it is from, and the date. Then write a few words to explain what the suggestion is about. Then write a description of the suggestion—describe the change you want to see.

Invite resident to reflect on lesson.

**Discussion Questions**

Where is the notice on grievances posted in this facility?

- Be prepared to show them if they don’t know where it is located.

How will you get help if you need to make a grievance?

- Listen for them to say staff will help or that they can get assistance of an advocate.

Who will you tell if you have ideas for policy or service changes?
Right 18 – Communication Privacy

Background Information on This Right

Residents have the right to associate and communicate privately with people of their choice. They should be provided:

- Access to writing instruments, stationery, and postage - at their expense
- A telephone for making and receiving calls in private

If the facility does not have a private telephone area, it should make reasonable arrangements to accommodate the privacy of residents’ calls.

Personal mail should be sent without interference. Received mail should not be opened unless medically or programmatically indicated and documented by the physician in the medical record.

Residents have the right to leave the facility as they choose.

The facility must not disclose the resident’s identifying information or presence in the facility to callers or visitors who may seek to communicate with the resident, unless:

- The resident authorizes disclosure,
- The legal guardian authorizes disclosure, or
- The conservator of the resident authorizes disclosure

This right is limited where medically inadvisable:

- as documented by the attending physician in the resident’s care record, or
- where programmatically limited by a facility abuse prevention plan

Readiness Checklist

✔ Gather in a space free from loud noise and distractions.
✔ Review Tips for Creating a Climate for Learning.
✔ Have materials on hand: pencils, erasers.
✔ Ensure residents have their workbooks.
Lessons
(15 minutes)

What you will learn

Say to residents:

• Please open your workbooks to Right 18.
• Read What you will learn about this right.

<table>
<thead>
<tr>
<th>What you will learn about this right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know your right to choose your friends.</td>
</tr>
<tr>
<td>2. Know your right to communicate in private.</td>
</tr>
<tr>
<td>3. Know your right to decide if staff can tell people you’re at the facility.</td>
</tr>
</tbody>
</table>

Lesson 1

Say to residents:

• You have the right to meet with people without interference from staff.
• You have the right to take part in groups without interference from staff.
• You can communicate with people privately.
• You can have access to pens, pencils, stationery, and postage. You might have to pay for these.
• You can have access to a telephone for private calls.
• You can have your personal mail sent without staff interference.
• Staff will not open your personal mail unless your doctor said they should open it.
• Your doctor will record in your medical record if staff should open your mail.
• You can leave the facility when you choose.
• Open your workbook to Right 18.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right #18 – Communication Privacy
Lesson 2

Say to residents:

- Unless you say so, staff will not tell people you are at the facility.
- Unless you say so, staff will not tell callers about you.
- Unless you say so, staff will not tell visitors about you.
- Your legal guardian or conservator can give permission.
- Let’s turn to Lesson 2 in your workbook.

Workbook: Have residents follow instructions for workbook Lesson 2.
Answers: the last 2 are thumbs up – true; all others are thumbs down – false

Invite residents to reflect on what they read.

**Discussion Questions**

What parts of communication privacy are most important to you?

- Listen for resident to describe aspects of this right as listed in Lesson 1.

Does the facility need to get permission from someone before they let callers or visitors know that you live here?

- Listen for an understanding that they can authorize disclosure.
Right 19 – Personal Property

Background Information on This Right

The Right to Personal Property provides for residents to keep and use their personal clothing and possessions as space permits. Circumstances when they may not retain or use their personal property include:

1. If it would infringe upon the rights of other residents.
2. If contraindicated for documented medical, safety, or programmatic reasons.

The facility must maintain a central locked depository or provide residents with individual locked storage for their valuables.

The facility may, but is not required, to provide compensation for or replacement of lost or stolen items.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.
- Have a computer or mobile device connected to internet to view video.
- Be prepared to handle clients telling their personal stories about grievances.

Lessons

(25 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 19.
- Read What you will learn about this right.

What you will learn about this right

1. Know what personal property means.
2. Know what personal property you can keep.
3. Know what personal property you can and use.
4. Know what the facility must do for your valuables.

Lesson 1
Say to residents:

- Your clothing is your personal property.
- Things you own are your personal property.
- Please open your workbook to Right 19.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide, Right 19 – Personal Property*

**Lesson 1**

*Easy Read Guide, Right 19 – Personal Property*

You can keep your clothing.
You can keep your personal things if there is enough space.
Staff will provide a locked space for your valuables.

Invite residents to reflect on what they read.

**Lesson 2**

Say to residents:

- Your personal property must fit in the space provided for you.
- You must use your personal property in the space provided for you.
- You must respect the personal property rights of other residents.
- Sometimes there are medical or program reasons why a resident cannot have or use certain personal property.
- Let’s open look at Lesson 2 in your workbooks.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: 1-frown; 2-smile; 3-smile; 4-smile; 5-frown
Lesson 2

Circle ☑ (smiling face) if statement is true. Circle ☑ (frowning face) if statement is false.

1. You can take over your roommate’s closet if you need more space for your clothes.
2. You must respect the personal privacy of other people.
3. Your clothing is your personal property.
4. You can keep all your personal property if there is space.
5. You can bother other people when you are using your personal property.

Invite resident to reflect on lesson.

Lesson 3

Say to residents:

- We’re going to watch a short video that shows examples of your personal property right.
- Let’s turn to Lesson 3 in your workbooks
- There is space to take notes in your workbooks.

Workbook: Watch the video on Personal Property.

Invite resident to reflect on what they saw in the video.

Lesson 4

Say to residents:

- The facility must provide an area to keep your valuables.
- The area can be a locked space for all residents’ valuables.
- The area can be a locked storage area for only your valuables.
- Let’s look at Lesson 4 in your workbook.

Workbook: Have residents follow instructions in workbook for Lesson 4.

Answers: “facility;” “locked;” “valuables”
Lesson 4

Fill in the blanks using words from the Word List. Cross out each word after you use it.

Word List

• valuables
• facility
• locked

The _____ facility _________ must provide an area to keep your valuables.

The area can be _____ locked _________ storage for all residents’ valuables.

The facility will provide an area for your ______ valuables ____________.

Invite residents to reflect on what they learned.

Discussion Questions

What space is available at this facility for your personal property?

• Listen for an understanding that their property must fit in available space.

What is an example of someone’s personal property infringing on the rights of other residents?

• Listen for them to say taking up space allocated for other residents.
• Listen for them to say not honoring other resident’s right to personal privacy.
Right 20 – Services for the Facility

Background Information on This Right

Residents are not to perform labor or services for the facility unless those activities are included for therapeutic purposes and appropriately goal-related, and documented in their medical record.

Readiness Checklist

✓ Gather in a space free from loud noise and distractions.
✓ Review Tips for Creating a Climate for Learning.
✓ Have materials on hand: pencils, erasers.
✓ Ensure residents have their workbooks.

Lessons
(10 minutes)

What you will learn

Say to residents:

• Please open your workbooks to Right 20.
• Read What you will learn about this right.

What you will learn about this right

1. Know when you can work for the facility.

Lesson 1

Say to residents:

• You may not work for the facility.
• You may not offer services to the facility.
• You may work for the facility for health reasons.
• The health reasons must be written in your medical record.
• You can work for the facility for medical goals.
• The medical goals must be written in your medical record.
• Please open your workbook to Right 20.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 20 – Services for the Facility
Invite residents to reflect on what they read.

**Lesson 2**

Say to residents: Let’s look at Lesson 2 in your workbooks.

Workbooks: Have residents follow instructions in workbook for Lesson 2.

Answers: 1-false; 2-false; 3-true

Invite residents to reflect on what they’ve learned.

**Discussion Questions**

When is it okay for residents to do work for the facility?

- Listen for health or goals documented in medical record.
Right 21 – Choice of Supplier

Background Information on This Right

Residents may purchase or rent goods or services not included in their daily room rate from a supplier of their choice unless otherwise provided by law.

The supplier should ensure that these purchases are sufficient to meet the medical or treatment needs of the residents.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 21.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to buy or rent things or services from a supplier of your choice.
2. Understand that the supplier should ensure the purchases meet your needs.

Lesson 1

Say to residents:

- You can buy or rent things and services from suppliers of your choice.
- The suppliers should make sure what you buy or rent will meet your medical or treatment needs.
- Please open your workbook to Right 21.

Workbook: Have residents read (or read to non-readers) Easy Read Guide, Right 21 – Choice of Supplier
Ask residents to reflect on what they read.

**Lesson 2**

Workbook: Have residents follow instructions in workbooks for Lesson 2.

Answers: Residents should check “cell phone,” “shirts,” “shoes,” “wheelchair,” “hearing aids,” and “bicycle”

Invite residents to reflect on what they’ve learned.

**Discussion Questions**

Who decides what supplier you can buy or rent from?
• Listen for an understanding that the resident can make this decision.
Right 22 – Financial Affairs

Background Information on This Right

Competent residents may manage their personal financial affairs, or be given at least a quarterly accounting of financial transactions on their behalf if they delegate this responsibility to the facility for any period of time.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 22.
- Read *What you will learn about this right*.

What you will learn about this right

1. Know your right to decide who manages your money.
2. Know your right to have the facility provide a record of your money.

Lesson 1

Say to residents:

- If you make decisions for yourself, you can choose to manage your money.
- You can choose to have the facility manage your money.
- If the facility manages your money, it must keep track of your money.
- Staff must give you a record of your money every three months.
- Please open your workbooks to Right 22.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 22 – Your Money
Lesson 1

*Easy Read Guide, Right 22 – Your Money*

You can choose to manage your money.
You can choose to have the facility manage your money.
The facility will provide a record of your money every 3 months.

Invite residents to reflect on what they read.

Lesson 2

Workbook: Have residents follow instructions in workbooks for Lesson 2.

Answers: Residents should draw a line between the phrase and the dollar sign for phrases 1, 2, and 4.

Invite residents to reflect on what they’ve learned

Discussion Questions

Who can manage their own money?

- Listen for an understanding of those who make decisions for themselves.

If the facility manages your money, what do they have to provide you every 3 months?

- Listen for an understanding of a record of their financial transactions.
Right 23 – Right to Associate

Background Information on This Right

Residents can meet with and receive visitors of their choosing. At their discretion, they can participate in activities of commercial, political, religious, and community groups without interference if those activities do not infringe on the right to privacy of other residents or should not be used for programmatic reasons. This includes:

- the right to work with others inside and outside the facility for improvements in long-term care
- the right to visit with the individual the resident appointed as their health care agent
- the right to visit with and have health care decisions made by the person the resident designated and as recorded in the resident’s health record

The resident, legal guardian, or conservator must be given the opportunity to authorize disclosure of the resident’s presence in the facility to callers or visitors who may seek to communicate with the resident. The resident’s opinions about disclosure should be considered by the legal guardian or conservator.

Upon admission to the facility the resident, legal guardian, or conservator must be given the opportunity to designate a person who is not related who will have the status of the resident’s next of kin with respect to visitation and making a health care decision. This designation must be included in the resident’s health record. A health care directive or appointment of a health care agent under 145C takes precedence over a designation made under this paragraph.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.
Lessons
(20 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 23.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to have the friends you choose.
2. Know your right to take part in the activities you choose

Lesson 1

Say to residents:

- You can decide who you meet with and who visits you.
- Other people should not get in the way of activities you choose to take part in.
- Your activities must respect the privacy of other residents.
- Please open your workbook to Right 23.

Workbook: Lesson 1 - Have residents read (or read to non-readers) *Easy Read Guide*, Right 23 – Your Friends

As long as the privacy of other residents is not violated, you can choose:

- who you meet with
- which visitors you have
- what you buy
- your religious activities
- your political activities
- your community groups

Lesson 2
Say to residents:

- Some of the activities you may choose to take part in include:
  - business activities
  - political activities
  - religious activities
  - community groups
  - working with others to improve long-term care
  - visiting with the person you appointed as your health care agent
  - visiting with and having health care decisions made by the person you chose. Your health record has this person’s name.
- Your activities must respect the right to privacy of other residents.
- Turn to Lesson 2 in your workbook.

Workbook: Have residents follow instructions for Lesson 2 Tic-Tac-Toe

Answer: straight line from lower left to upper right – Xs win!

### Lesson 2

Tic-Tac-Toe. Put an O on the boxes that are true. Put an X on the boxes that are not true. Then find out who won, the Xs or the Os!

<table>
<thead>
<tr>
<th>I can take part in political activities</th>
<th>I can visit with my health care agent</th>
<th>I can call people mean names</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can hit people when they make me mad</td>
<td>I can keep my things on my roommate’s bed</td>
<td>I can choose my religious activities</td>
</tr>
<tr>
<td>I can tell my friends who lives at the facility</td>
<td>I can take part in community groups</td>
<td>I can work with others to improve long-term care</td>
</tr>
</tbody>
</table>

Invite residents to reflect on what they learned.

### Lesson 3

Say to residents:

- Staff must ask you if you would like callers to know you are at the facility
- Staff must ask you if you would like visitors to know you are staying at the facility.
- Staff must ask if you would like to name someone not related to you as next of kin.
• The person named next of kin will be like family for visiting.
• The person named next of kin will be like family for health care decisions.
• Turn to Lesson 3 in your workbook.

Workbook: Have residents follow instructions for Lesson 3.

Answer: me, my legal guardian, the person I name next of kin

Invite residents to reflect on what they learned.

Discussion Questions

What have you learned about activities you can take part in?

• Listen for an understanding that they can decide and no one should interfere.

Who decides if people can be told that you are at the facility?

• Listen for an understanding that they should be consulted, or a legal guardian or conservator if they have one.
Right 24 – Advisory Councils

Background Information on This Right

Residents and their families have the right to organize, maintain, and participate in resident advisory and family councils. Each facility will provide assistance and space for meetings. Council meetings will be given privacy, with staff or visitors attending only upon the council’s invitation. A staff person will be designated the responsibility of providing this assistance and responding to written requests which result from council meetings.

Staff should encourage resident and family councils to make recommendations regarding facility policies.

Readiness Checklist

- Gather in a space free from loud noise and distractions.
- Review Tips for Creating a Climate for Learning.
- Have materials on hand: pencils, erasers.
- Ensure residents have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to residents:

- Please open your workbooks to Right 24.
- Read What you will learn about this right.

What you will learn about this right

1. Know your right to take part in resident advisory councils
2. Know your right to take part in family councils.
3. Understand how staff will help.

Lesson 1

Say to residents:

- A council is a group of people who get together to talk about things and make decisions.
- A resident advisory council is a group of residents who meet and talk about issues.
- The council can hear about concerns, make suggestions to the facility, and plan activities.
- You can take part in resident advisory councils.
• A family council is a group of family members and residents who meet and talk about issues.
• You can take part in family councils.
• You can set up councils and keep them running.
• Please open your workbook to Right 24.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 24 – Advisory Councils

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**Lesson 1**

*Easy Read Guide, Right 24 – Advisory Councils*

You and your family have the right to take part in resident advisory and family councils.

Staff must provide help and space for the meetings.

Council meetings are private:

- staff will attend only if the Council invites them
- visitors will attend only if the Council invites them

Staff will encourage councils to make recommendations about facility policies.

Invite residents to reflect on what they read.

**Lesson 2**

Say to residents:

• The facility will support councils.
• The facility will provide space for meetings.
• Staff will make sure meetings are private.
• Staff and visitors will attend meetings only if invited.
• A staff person will help the council.
• A staff person will respond to written requests from council meetings.
• Staff will ask the council about their ideas to change to policies.

Now let’s look at Lesson 2 in your workbooks.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: 1-“council;” 2-“private;” 3-“invites;” 4-“talk;” 5-“recommendations”
Invite resident to reflect on what they learned.

**Discussion Questions**

What have you learned about councils you can take part in?

- Listen for an understanding that resident can participate in councils.

What will staff help with?

- Listen for an understanding that the facility must provide space and assistance.
Right 25 – Protection and Advocacy

Background Information on This Right

Residents have the right to access rights protection services and advocacy services for the purpose of understanding, exercising, and protecting their rights. Access to these services should be at reasonable times. This right includes private communication between the resident and a representative of the rights protection service or advocacy service.

Readiness Checklist

✓ Gather in a space free from loud noise and distractions.
✓ Review Tips for Creating a Climate for Learning.
✓ Have materials on hand: pencils, erasers.
✓ Ensure resident has their workbook.
✓ Be prepared to provide resident with contact information for protection and advocacy services.

Lessons

(15 minutes)

What you will learn

Say to residents:

• Please open your workbooks to Right 25.
• Read What you will learn about this right.

What you will learn about this right

1. Know your right to use rights protection services.
2. Know your right to use advocacy services.
3. Understand your right to privacy.

Lesson 1

Say to residents:

• Rights protection services help you protect your rights.
• Advocacy services help you speak up and act in support of your rights.
• You can use these services to help you understand your rights.
• You can use these services to help you use your rights.
• You can use these services to help you protect your rights.
• You should have access to these services at reasonable times.
• You can speak in private with people from these services.
• Please open your workbook to Lesson 1.

Workbook: Have residents read (or read to non-readers) *Easy Read Guide*, Right 25 – Protection and Advocacy Services

**Lesson 1**

*Easy Read Guide, Right 25 – Protection and Advocacy*

You have the right to access and help with:

- rights protection services
- advocacy services

To help you:

- understand your rights
- stand up for yourself
- protect your rights

You can talk in private with someone from:

- rights protection service
- advocacy services

Invite residents to reflect on the lesson.

**Lesson 2**

Say to residents: Let’s look at another exercise.

Workbook: Have residents follow instructions in workbook for Lesson 2.

Answers: Line from “rights protection services” to “help you protect your rights.” Line from “advocacy services” to “help you speak up about your rights. Line from “at reasonable times” to “times that are fair to everyone.”
Invite resident to reflect on what they learned.

**Discussion Questions**

What have you learned about protection and advocacy services?

- Listen for an understanding that these services will help resident understand, exercise, and protect their rights.
- Listen for an understanding that resident can communicate in private with representatives who provide these services.
Appendix 1 – Resources

- Easy Read Guide
- MN Department of Health website

Appendix 2 - References

- Pictures by Photosymbols
- MN Department of Health website: https://www.health.state.mn.us/
- MN Statutes website: https://www.revisor.mn.gov/statutes/?id=144.651
- MN Department of Human Services website: https://mn.gov/dhs/
- Supervised Living Facility Bill of Rights: https://www.health.state.mn.us/facilities/regulation/billofrights/docs/slfbor_eng_reg.pdf
- MN Supervised Living Facility eLicensing website: https://mn.gov/elicense/a-z/?id=1083-231553 - /list/appId//filterType//filterValue//page/1/sort//order/
- Mid-Minnesota Legal Aid/Minnesota Disability Law Center: http://mylegalaid.org
- This project was financed in part by grant number 1601MNBS24 from the United States Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities under provisions of Public Law 106-402. This project does not necessarily reflect the position or policy of the Administration on Intellectual and Developmental Disabilities or the Minnesota Department of Administration.

Appendix 3 – Resident Training Checklist

Print the checklist below to track each resident’s progress.
## Resident Bill of Rights Training Checklist

**Resident Name:**

<table>
<thead>
<tr>
<th>Checkbox</th>
<th>Right</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>Right 1 – Information about Rights</td>
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<td></td>
<td>Right 2 – Courteous Treatment</td>
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<td>Right 3 – Appropriate Health Care</td>
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<td>Right 4 – Your Doctor</td>
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<td>Right 5 – Other Health Services</td>
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<td>Right 6 – Information about Treatment</td>
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<td>Right 7 – Your Treatment Plan</td>
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<td>Right 8 – Continuity of Care</td>
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<td>Right 9 – Right to Refuse Care</td>
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<td>Right 10 – Experimental Research</td>
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<td>Right 11 – Freedom from Maltreatment</td>
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<td>Right 12 – Treatment Privacy</td>
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<td>Right 13 – Confidentiality of Records</td>
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<td>Right 14 – Disclosure of Services Available</td>
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<td>Right 15 – Responsive Services</td>
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<td>Right 16 – Personal Privacy</td>
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<td>Right 17 – Right to Grievances</td>
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<td>Right 18 – Communication Privacy</td>
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<td>Right 24 – Advisory Councils</td>
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<td></td>
<td>Right 25 – Protection and Advocacy Services</td>
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