

Know Your Rights

INSTRUCTOR HANDBOOK FOR SUPERVISED LIVING FACILITIES



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.

ALTERNATIVE FORMATS

To request alternative formats, including audio tape or Braille, please contact:

Minnesota Governor's Council on Developmental Disabilities
Department of Administration
370 Centennial Office Building
658 Cedar Street
St. Paul, Minnesota 55155
(651) 296-4018 voice
(877) 348-0505 toll free
(651) 297-7200 fax
Minnesota Relay Service: (800) 627-3529 OR 711
Email: admin.dd@state.mn.us

Or visit our website:

[Minnesota Governor's Council on Developmental Disabilities \(http://mn.gov/mnddc/\)](http://mn.gov/mnddc/)

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 persons served in supervised living facilities understand their health care rights. This handbook is intended to be used in conjunction with the *Persons Served Workbook*, the *Easy Read Guide*, and a set of on-line situational videos. For individuals residing in SLFs, the *Easy Read Guide* should be provided upon intake – and depending on comprehension and communication skills (verbal, reading, etc.), perhaps the *Persons Workbook* as well. Links to all Bill of Rights training materials and the Situational videos can be found at: [Council on Developmental Disabilities - Bill of Rights \(http://mn.gov/mnddc/bill-of-rights/index.html\)](http://mn.gov/mnddc/bill-of-rights/index.html).

It is the intent of the Minnesota legislature to advance the interests and well-being of persons served in supervised living facilities (SLFs). Supervised living facilities provide individuals 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,

Instructor Handbook: Know Your Rights – Supervised Living Facilities

healthcare services, and other services to persons served. 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 \(https://www.revisor.mn.gov/statutes/?id=144.651\)](https://www.revisor.mn.gov/statutes/?id=144.651). The SLF Bill of Rights is a set of guarantees, including but not limited to, safeguarding person served information, ensuring fair treatment, and maintaining individual 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.

Persons served 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 persons served 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, persons served may yell at the facility about their rights, but this is not a way to achieve successful outcomes. Persons served need to be taught effective approaches to asserting their rights.

Although SLF staff understand that persons served 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 individuals' quality of life. There are a number of subtle ways facilities might use to control individuals 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 persons served 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 persons served, and report issues.

Persons served 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 persons served.

This handbook is intended to be used by SLF staff to teach persons served about the Bill of Rights, so they will understand that they have rights, what those rights are, and how to appropriately advocate for them. A secondary benefit of SLF staff teaching persons served about the SLF Bill of Rights, is that through teaching, staff will develop a deeper understanding of the individuals' 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 persons served about their rights. Individuals who live in SLFs are adults who have a wide variety of learning differences. During a workshop commissioned by the state in 2017 to understand the knowledge of people living in SLFs have about their rights, persons served expressed their preference for workbooks. To meet that preference, a workbook written at a 6th grade reading level was developed to accompany this handbook, as well as a series of situational videos to further enhance the understanding of people residing in SLFs.

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 an individual than others, start with it. You are encouraged to present the rights in the order that best meets the needs and interests of the persons served. You might also want to print and handout the lessons for the specific right you are presenting from the Persons Served Workbook during each session. This will cut down on confusion that the persons served might feel if they are trying to flip around in the full workbook. 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, persons served 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. Because of the variability of attention spans for many persons served in SLFs, we recommend presenting no more than

3 rights per session. Repetition reinforces learning, so allow persons served to repeat lessons and participate in group discussions. For example, you may teach the workbook exercises one-on-one with individuals 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 persons served, 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 individuals be more engaged in learning and willing to share their ideas. Other individuals 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 persons served to learn and contribute their thoughts and ideas. Try not to use the word “no” in response to a wrong answer. For example, a person served 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 individual’s confidence and willingness to share their thoughts (nea.org).

Some persons served will require more supports than others. For example, some persons served 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 individuals in completing the lessons as appropriate. For example, lessons that require drawing a line for matching could be read aloud and as each person 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 persons served learn. Using the situational video associated with each lesson will further enhance the understanding of persons served in the SLF.

Structure of the Handbook

This handbook is the equivalent of a teacher's edition and provides information to aid the instructor in teaching persons served about the Bill of Rights. Each Right section stands alone and focuses on a single right. Rights may be taught independent of each other, but no more than 3 rights should be presented at any one training session. Every Right contains the learning objectives and outcomes, background information on the Right, a set of lessons, and discussion questions. For SLF provider staff, the *Easy Read Guide* provides a concise easy-to-consult shorthand reminder of the Bill of Rights. This Guide should be distributed to all SLF staff. An Instructor Handbook should be readily available in the SLF and an individual copy should be provided to each staff member who will provide training.

The instructor should provide persons served 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 persons served.

A link to the official Health Care Bill of Rights for Persons served of Supervised Living Facilities (as adapted for SLFs from Minnesota Statute 144.651 Health Care Bill of Rights) is available on page 100 of this handbook -- see Appendix 2- References, Supervised Living Facilities Bill of Rights.

Situational Videos

Links to all training materials and the Situational Videos can be found at:

[Council on Developmental Disabilities - Bill of Rights \(http://mn.gov/mnddc/bill-of-rights/index.html\)](http://mn.gov/mnddc/bill-of-rights/index.html)

The URLs for individual videos are:

Right 1: [Information About Rights: https://youtu.be/38LqvugcuD4](https://youtu.be/38LqvugcuD4)

Right 2: [Courteous Treatment: https://youtu.be/dqhallQI0RU](https://youtu.be/dqhallQI0RU)

Right 3: [Appropriate Health Care: https://youtu.be/tg6QeCOY77M](https://youtu.be/tg6QeCOY77M)

Right 4: [Medical Care Rights: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Right 5: [Other Health Services: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Right 6: [Information about Treatment: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Right 7: [Your Treatment Plan: https://youtu.be/ScjmUhGdvfs](https://youtu.be/ScjmUhGdvfs)

Right 8: [Continuity of Care: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Right 9: [Right to Refuse Care: https://youtu.be/6a3h7dAzd3M](https://youtu.be/6a3h7dAzd3M)

Right 10: [Experimental Research: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Right 11: [Freedom from Maltreatment: https://youtu.be/5O3dTO5nxMo](https://youtu.be/5O3dTO5nxMo)

Right 12: [Treatment Privacy: https://youtu.be/lvBh3kH0TA4](https://youtu.be/lvBh3kH0TA4)

Right 13: [Confidentiality of Records: https://youtu.be/lvBh3kH0TA4](https://youtu.be/lvBh3kH0TA4)

Right 14: [Disclosure of Services Available: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Right 15: [Responsive Service: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Right 16: [Personal Privacy: https://youtu.be/lvBh3kH0TA4](https://youtu.be/lvBh3kH0TA4)

Right 17: [Right to Grievances \(Complaints\): https://youtu.be/xN8aym-FerM](https://youtu.be/xN8aym-FerM)

Right 18: [Communication Privacy: https://youtu.be/ArL-e2BeAVo](https://youtu.be/ArL-e2BeAVo)

Right 19: [Personal Property: https://youtu.be/zPNP51ELXVg](https://youtu.be/zPNP51ELXVg)

Right 20: [Services for the Facility: https://youtu.be/B41t0LknY-c](https://youtu.be/B41t0LknY-c)

Right 21: [The Right to Other Services: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Right 22: [Financial Affairs: https://youtu.be/eJyXnuBk7TU](https://youtu.be/eJyXnuBk7TU)

Right 23: [Right to Associate: https://youtu.be/eJyXnuBk7TU](https://youtu.be/eJyXnuBk7TU)

Right 24: [Advisory Councils: https://youtu.be/eJyXnuBk7TU](https://youtu.be/eJyXnuBk7TU)

Right 25: [Protection and Advocacy: https://youtu.be/eJyXnuBk7TU](https://youtu.be/eJyXnuBk7TU)

Right 1 – Information about Rights

Background Information on This Right

Persons served should be told at admission that they have legal rights for their protection while they are living at the facility and throughout their treatment and maintenance in the community. Each SLF person served, 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 person served have their workbooks, the easy read guide, and the SLF Bill of Rights.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Be prepared to handle individuals telling their personal story about their rights being violated.
- ✓ Be prepared to assist the person served 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 persons served:

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

What you will learn about this right

1. Understand what a *right* is.
2. Understand what the Supervised Living Facility Bill of Rights is.
3. Understand what other information you have a right to know.

Lesson 1


Say to persons served:

- 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 persons served 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 persons served:

- 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 persons served follow instructions in their workbooks for Lesson 2. Be sensitive to the abilities of persons served who might not be able to complete this task.

Answers: “25;” “Fairly;” “Rights;” “Bill of Rights”

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 persons served: What do you know about having rights that protect you?

Lesson 3

Say to persons served:

- 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 persons served follow instructions in their workbook for Lesson 3.

Answers: ALL are True

Lesson 3

1. The official Bill of Rights is in this workbook for you to have.

Turn to the section of this workbook to see the Bill of Rights.

2. Make a check mark (✓) for each true statement.

- ✓ I can ask for a copy of the facility policies.
- ✓ I can ask for a copy of the health inspection reports.
- ✓ The person I choose to speak for me can ask to see the health inspection reports.
- ✓ My guardian can have a copy of the Bill of Rights.

Lesson 4

Situational Video: Show the persons served the first situational video: [Bill of Rights: The Right to Information About Your Rights \(https://youtu.be/38LqvugcuD4\)](https://youtu.be/38LqvugcuD4)

Be prepared to prompt individuals to comment on the video they just watched.

Ask persons served to make notes, if they want to, in the space available in their individual workbooks.

Discussion Questions

Ask persons served: What is a *right*?

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

Ask persons served: 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

Persons living in SLFs 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 individuals have their workbooks and that a TV/Monitor is available for showing a situational video.
- ✓ Be prepared to handle individuals telling their personal stories about courteous treatment.

Lessons

(5-10 minutes)

What you will learn

Say to persons served:

- 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 persons served: What does *courteous treatment* mean to you?

Say to persons served or prompt for answers such as:


- Thanks for sharing your understanding.
- 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.

- Now let's learn more about it.
- Open your workbook to Lesson 1.

Workbook: Have persons served read (or read to non-readers) *Easy Read Guide*, Right 2 – Courteous Treatment.

Lesson 1

Read *Easy Read Guide*, Right 2 – Courteous Treatment



Staff must be polite to you.
Staff must treat you with respect.

Lesson 2

Say to persons served: Now turn to Lesson 2 in your workbook.

Workbook: Explain the instructions in workbook for Lesson 2, and have individuals complete the lesson if they are able.

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

Lesson 2

Draw a line from Courteous Treatment to all the examples of courteous treatment in the Word List.

Courteous treatment

Word List

- saying please
- yelling
- saying thank you
- listening to me
- slamming doors
- being patient
- throwing things
- treating me like a child

Invite persons served to reflect on what they learned.

Lesson 3

Say to persons served: Let's watch a video about courteous treatment.

Show situational video on [courteous treatment: https://youtu.be/dghallQI0RU](https://youtu.be/dghallQI0RU)

Ask persons served if the video showed someone being treated with courtesy. Prompt for answers if necessary.

Ask persons served to make notes in their workbook if they want to.

Discussion Questions

What does *courteous treatment* mean to you?

- Listen/prompt for *polite* and *respect*.

Right 3 – Appropriate Health Care

Background Information on This Right

Persons living in SLFs 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 persons served 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, and a TV/Monitor for showing the videos.
- ✓ Ensure persons served have their workbook.
- ✓ Be prepared to handle clients telling their personal stories.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:


- 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 people.

- Please open your workbook to Right 3.

Workbook: Have persons served read (or read to non-readers) *Easy Read Guide*, Right 3 – Appropriate Health Care

Lesson 1

Read *Easy Read Guide*, Right 3 – Health Care



You have the right to get the medical care you need.
You have the right to get the personal care you need.

Lesson 2

Say to persons served:

- 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 persons served follow instructions for Lesson 2.

Answers: Persons served should circle: “help getting on toilet,” “help getting in car,” “vaccinations,” “medicine for infection”

Lesson 2

Juan and Sam and Jo are different people. Sometimes they need different care. Sometimes they need the same care.

Follow the instructions in **bold** below:

Juan uses a wheelchair



Sam and Jo can walk



Circle words for how they need different care.

help getting on toilet

help getting in a car

help blowing out birthday candles

Circle words for how they need the same care.

fix wheelchair

vaccinations

medicine for infection

Ask persons served to reflect on what they learned about people needing different care and the same care.

Lesson 3

Show the situational video on the [right to appropriate health care: https://youtu.be/tg6QeC0Y77M](https://youtu.be/tg6QeC0Y77M)

Say to persons served: Did the person in the video get the health care they are supposed to get?

Ask persons served what was wrong in the video. Prompt for discussion.

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 (Your Doctor)

Background Information on This Right

Persons served 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 person served to have this information, the physician must document such in the individual’s care record. Then the information may be provided to the individual’s guardian or other person designated by the person served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure individuals have their workbook.

Lessons

(15-20 minutes)

What you will learn

Say to the persons served:

- Please open your workbook to Right 4.
- Read (or have someone read to you) *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 persons served:


- 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 4 – Your Doctor

Lesson 1

Read *Easy Read Guide*, Right 4 – Your Doctor



Staff will give you:

- the name of your doctor
- the address of your doctor
- the phone number of your doctor

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

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

Lesson 2

Say to persons served:

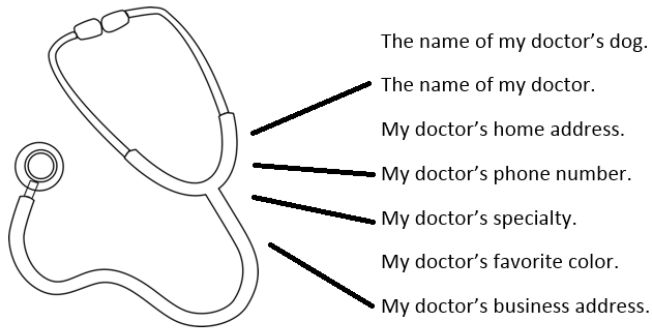
- In special cases, you will not get the doctor’s information.
- In these cases, staff will give the information to the guardian or person who speaks for the person served.
- Now let’s turn to Lesson 2 in your workbook.

Workbook: Have persons served follow instructions for Lesson 2.

Answers: Persons served 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.

Lesson 2

Draw a line from the doctor's stethoscope to all the things you have a right to know about your doctor.



Invite persons served to reflect on Lesson 2.

Lesson 3

Show the video on [Medical Care Rights: https://youtu.be/GGPGagEAUI4](https://youtu.be/GGPGagEAUI4)

Ask persons served what kind of information the video says they can ask for.

Prompt persons served to make notes in their workbooks if desired.

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

Persons served 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 person served to have this information, the physician must document such in the individual's care record. Then the information may be provided to the individual's guardian or other person designated by the person served 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 persons served have their workbooks.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ 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 persons served:

- 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 persons served:

- 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 persons served 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 persons served:

- In special cases, some persons served may not get the contact information for outside health care service providers.
- In these cases, the individual's guardian or person they choose to speak for them will get the information.

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

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

Lesson 2

If you get services from outside health care providers, you can record their information here.

Name of provider: _____

Address: _____

Description of Service: _____

Lesson 3

Show persons served the video on [Medical Care Rights: https://youtu.be/GGPGagEAUI4](https://youtu.be/GGPGagEAUI4)

Note that this is the same video as for the previous lesson. You should consider teaching these two rights in the same session.

Ask persons served what information the video says they have the right to know?

Prompt for correct answers in necessary.

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

Persons served 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 persons served can understand. Persons served have the right to refuse this information.

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

In cases where it is inadvisable for the individual to have this information, the physician must document such in the individual's care record. Then the information may be provided to the persons served's guardian or other person designated by the individual 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(20 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 6 – Information about Treatment

Lesson 1

Read *Easy Read Guide*, Right 6 – Information about Treatment



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 persons served to reflect on what they read.

Lesson 2

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 2.

Answers: Persons served 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”

Lesson 2

Look in the box. Find the meaning for each word and draw a line to connect the word and its meaning.

1. Diagnosis	Reason for your illness
2. Treatment	Way to help you feel better when you are sick
3. Risks	Bad things that could happen to your body
4. Likelihood of getting well	Chance that you will get well
5. Likely results of treatment	Chance of what can happen to your body from treatment

Ask persons served to reflect on what they learned.

Lesson 3

Show the persons served the video on [Medical Care Rights: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Note that this is the same video as for the two previous rights. You should consider teaching these two rights in the same session.

Ask persons served what information the video says they have the right to know?

Prompt for correct answers in necessary.

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

Persons served 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 person served can't be present, a family member or representative chosen by the individual may be included in the conferences.

If a person served 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 person served as the person to contact in an emergency, that the person served has been admitted to the facility. The family member should be allowed to participate in treatment planning, unless:

- The person served has an effective advance directive to the contrary
- The facility knows the person served 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 person served has executed an advance directive for their health care decisions. Reasonable efforts include:

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

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

- Examining the individual'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 individual'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
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served 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 persons served:

- 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 persons served:

- 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 persons served read (or read to non-readers) *Easy Read Guide, Right 7 – Your Treatment Plan*

Lesson 1

Easy Read Guide, Right 7 – Your Treatment Plan



You can take part in your health care planning.

You can talk to staff about your medical care choices.

You can take part in meetings about your care.

Your family can take part in meetings about your care.

A person you choose to speak for you can take part in meetings about your care.

Ask persons served to reflect on what they read.

Lesson 2

Say to persons served:

- Staff will try to call your family if you can not communicate at admission.
- Staff will try to call a person you chose to speak for you if you can not 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 can not 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 persons served follow instructions for Lesson 2.

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

Lesson 2 – Emergency Contact

If you can not speak when you arrive, staff will try to call someone.

Check (✓) each step staff will take to find your contact person.

- ✓ Call my family.
- ✓ Call the person I chose to speak for me.
- Call 9-1-1 and tell them I am at the facility.
- ✓ Look in my things for phone numbers.
- ✓ Look in my medical record for phone numbers.
- ✓ If staff can not find phone numbers, call Social Services.
- ✓ If staff can not find phone numbers, call the police.

Lesson 3

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 3.

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

Lesson 3 – Advance Directive

Some people have an advance directive.

This is a statement about your wishes for end of life care.

It is written before you become too ill to speak for yourself.

If you can not speak, staff will try to find out if you have an advance directive.

Check (✓) each step staff will take to find out if you have an advance directive.

- ✓ Look in your personal property.
- ✓ Look in your medical record.
- Call 9-1-1 to find out.
- ✓ Ask your family.
- ✓ Ask your emergency contact.
- ✓ Ask your doctor

Lesson 4

Show persons served the video on [The Right to Your Treatment Plan: https://youtu.be/ScimUhGdvfs](https://youtu.be/ScimUhGdvfs)

Ask the persons served if they think the person served in the video was being treated fairly concerning his treatment plan? Ask what should have happened.

Ask the persons served if they, or someone who speaks for them, participated in their treatment plan.

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
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks

Lessons

(10-15 minutes)

What you will learn

Say to persons served:

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

What you will learn about this right

1. Understand that staff should try to provide your care in the same way and at the same time.
2. Understand that the facility should try to have the same staff care for you.

Lesson 1

Say to persons served:


- 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 persons served 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 persons served to reflect on what they read.

Lesson 2

Workbook: Have persons served 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 persons served to reflect on what they’ve learned.

Lesson 3

Show the persons served the video on [Medical Care Rights: https://youtu.be/GGPGagEAU14](https://youtu.be/GGPGagEAU14)

Note that this video is used for several different rights lessons.

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

Persons served who make decisions for themselves have the right to refuse treatment based on the information required in Right 6 – Information about Treatment. Persons served 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 individual’s medical record.

The attending physician must document in the individual’s medical record when a person served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.
- ✓ Be prepared to handle persons served telling their personal stories about refusing care.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served 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 persons served

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

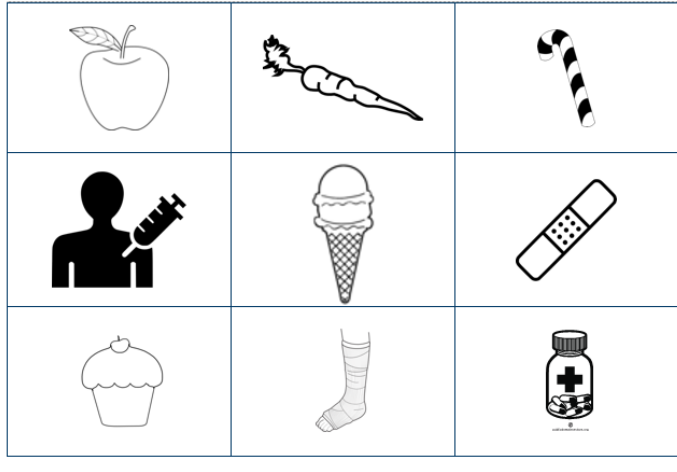
- Apple
- Band-Aid
- Cupcake
- Leg cast
- Candy cane
- Ice cream cone (BINGO)
- Medicine (another BINGO)

Lesson 2 – 3 in a row BINGO!

Staff will say the names of things you can have or refuse if you choose.

Find the matching picture and cross it out.

Call out BINGO when you have crossed out 3 in a row.



Ask persons served to reflect on why some people don't have the right to refuse care.

Lesson 3

Show the persons served the video on the [Right to Refuse Care: https://youtu.be/6a3h7dAzd3M](https://youtu.be/6a3h7dAzd3M)

Ask the persons served if the man in the video had the right to refuse his medication. Ask the persons served to tell you what the care worker is supposed to do if medication or any care is refused.

Ask persons served if it is ok to refuse to follow dietary restrictions. Discuss what the care worker is supposed to do if dietary restrictions are refused.

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 an individual’s participation in experimental research. Persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- You can choose to participate in a study or experiment.
- Staff must tell you of any potential medical risks.
- Staff must get your approval 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 10 – Experimental Research

Lesson 1

Easy Read Guide, Right 10 – Experimental Research



You do not have to take part in a study or experiment.

If you want to take part in a study or experiment, you must give the okay in writing

Invite persons served to reflect on what they read.

Lesson 2

Say to persons served: Now let's turn to Lesson 2 in your workbook.

Workbook: Have persons served follow instructions for Lesson 2.

Answers: 3; 1; 2

Lesson 2

Put the steps in the right order. What happens 1st, 2nd, and 3rd? Fill in the blank with the right number.

__3__ And last, my decision gets put in my care record.

__1__ First staff tell me of any risks of the study.

__2__ Then I decide if I want to take part in the study.

Invite persons served to reflect on what they learned.

Lesson 3

Show persons served the video on [Medical Care Rights: https://youtu.be/GGPGagEAUI4](https://youtu.be/GGPGagEAUI4)

Note that this video is used for several different rights lessons.

Ask persons served if they have questions about the information in the video. Answer the question in a way they can understand.

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 \(https://www.revisor.mn.gov/statutes/?id=626.5572\)](https://www.revisor.mn.gov/statutes/?id=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 person served that is disparaging, derogatory, humiliating, harassing, or threatening.
- Sexual – any sexual contact between staff or service provider and a person served.
- Deprivation procedures, confinement or seclusion, including the forced separation of the person served from other persons against the individual’s will.
- Forcing or coercing of the person served to provide services for the advantage of another.

2. Financial exploitation is inappropriate activities, such as:

- Engaging in unauthorized expenditure of individual’s funds.
- Failing to use the person’s served financial resources to provide food, clothing, shelter, health care, therapeutic conduct or supervision, which may result in a detriment to the person served.
- Using, withholding, or disposing of funds or property of a person served.
- Gaining control of an individual’s funds through harassment, pressure, or fraud.
- Getting a person served 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 person served. These include, but are not limited to, food, clothing, shelter, health care, and supervision.

SLF persons served 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 persons served have their workbooks.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Be prepared to handle clients telling their personal story about abuse.

Lessons

(30 minutes)

What you will learn

Say to persons served:

- 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 persons served: Have you heard the word *maltreatment*? What does it mean?

Write key words from the definition provided by persons served 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 persons served: Turn to Right 11 in your workbook.

Have persons served read (or read to non-readers) *Easy Read Guide*, Right 11 – Freedom from Maltreatment.

Lesson 1

Easy Read Guide, Right #11 – Freedom from Maltreatment



You have the right to live without bullying.

You have the right to live without abuse.

Ask persons served: 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 persons served help with this they can.

Say to persons served:

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

Lesson 2

Say to persons served:

There are 3 things that make up maltreatment.

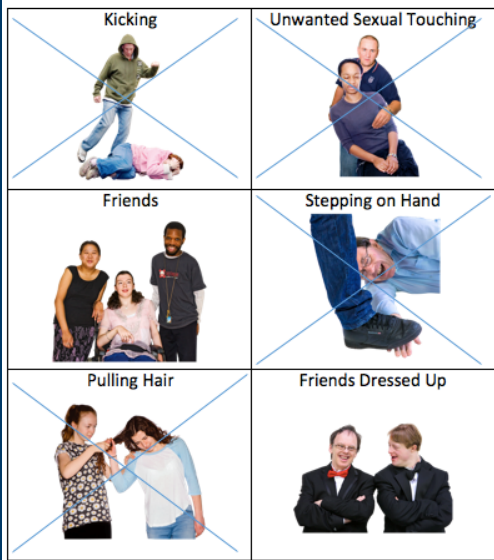
- The first thing is abuse.
 - Hurting someone's body is abuse.
 - Saying mean things and bullying is abuse.
 - Unwanted sexual touching by staff is abuse.
 - Not letting you be with other people, or taking things away from you is abuse.
 - Getting you to do work for other people when you don't want 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 persons served follow instructions in workbook for Lesson 2.

Answers: all but "Friends" and "Friends Dressed Up" should be crossed out

Lesson 2

Look at the pictures in the boxes. Read the picture caption.
Cross out examples of maltreatment.



Invite persons served to reflect on this lesson.

Lesson 3

Show the video on Freedom from [Maltreatment: https://youtu.be/5O3dTO5nxMo](https://youtu.be/5O3dTO5nxMo)

Say to persons served: We're going to watch a short video that shows examples of maltreatment.

Ask persons if they understand what maltreatment is. Prompt for understanding. Ask persons served if they learned anything new about maltreatment?

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

Lesson 4

Say to persons served:

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

Invite persons served 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

Persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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.
3. Know your right to respectful treatment.

Lesson 1

Say to persons served:

- 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 persons served 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.

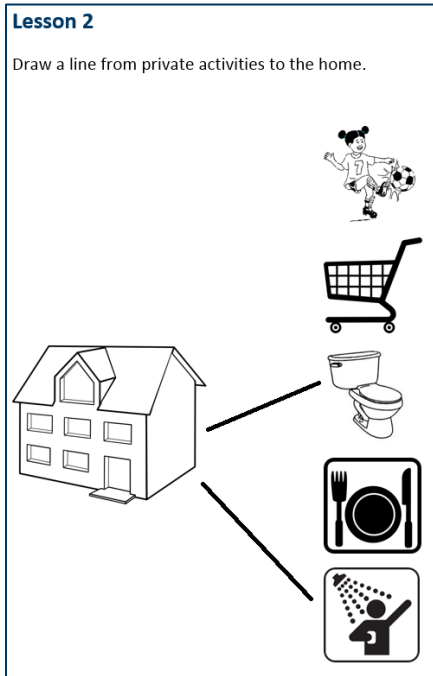
Lesson 2

Say to persons served:

- 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 persons served follow instructions for Lesson 2.

Answers: Persons served 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 persons served to reflect on what they read.

Lesson 3

Show the persons served the video on [Privacy Rights: https://youtu.be/lvBh3kH0TA4](https://youtu.be/lvBh3kH0TA4)

Ask persons served what it means to have a right to privacy in their room at their residence. Ask how care workers can ensure that the rights to privacy of persons served are respected.

Have a discussion on rights to privacy and prompt for participation.

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

An individual's medical and personal records are confidential, and they can approve or deny their release to people outside the facility. Persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served 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 persons served to reflect on what they read.

Lesson 2

Say to persons served:

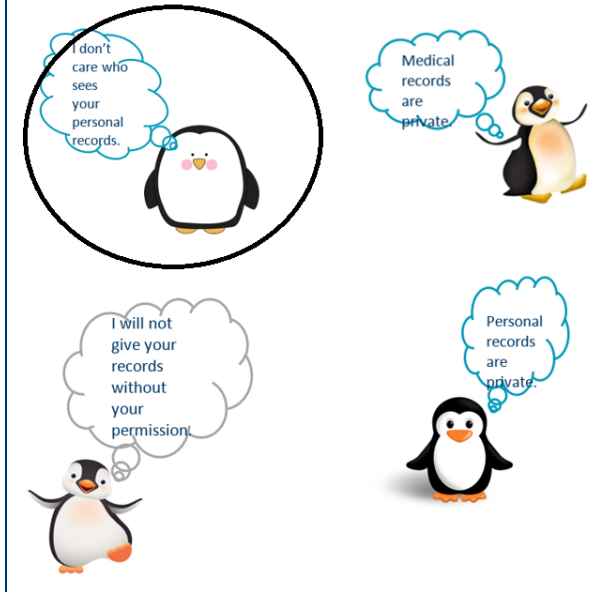
- Sometimes people can see your records without your approval.
- The Department of Health can see your records if it is doing an inspection.
- Other agencies can see your records if they are doing an investigation.

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.

Lesson 2

Circle the penguin that does NOT know the rules.



Invite persons served to reflect on what they learned.

Lesson 3

Show the persons served the video on [Privacy Rights: https://youtu.be/lvBh3kHOTA4](https://youtu.be/lvBh3kHOTA4)

Ask the persons served how they can protect the privacy of their records. Make sure to prompt for understanding.

Suggest to persons served that they make notes in their individual workbooks or Easy Read Guide so they can remember these rights.

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

Persons served 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 persons served prior to or at the time of admission and during their stay at the facility.

The facility should assist persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure resident has their workbook.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:


- 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 persons served 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 persons served to reflect on what they read.

Lesson 2

Say to persons served:

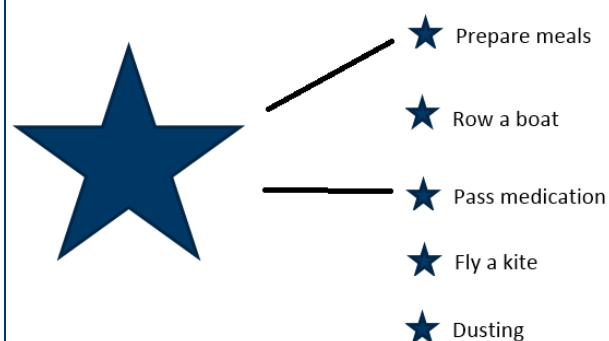
- Turn to Lesson 2 in your workbooks and follow the instructions.

Workbook: Have persons served follow instructions in workbook for Lesson 2.

Answers: Persons served 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.



Ask persons served: What services does your facility provide?

Lesson 3

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 3.

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

Lesson 3

Circle True or False for each statement.

1. Staff must tell me about services at my facility. True False
2. Staff don't have to tell me what services cost. True False
3. Staff will help me find out what Medicare pays for. True False

Lesson 4

Show the persons served the video on [The Right to Other Services: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Ask the persons served how they can find out what is included in the cost of their room. Did they ask what their room and associated costs were when they moved in?

Ask questions to ensure understanding.

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

Persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 15 – Responsive Services

Lesson 1

Easy Read Guide, Right 15 – Responsive Services



Staff will be quick to answer your questions.

Staff will be quick to respond to your requests.

Staff will be fair to you.

Invite persons served to reflect on what they read.

Lesson 2

Say to persons served:

- Turn to Lesson 2 in your workbooks

Workbook: Have persons served 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.



Lesson 3

Show the persons served the video on [The Right to Other Services: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Note that this video was also used in the previous rights lesson.

Ask the persons served if they have ever asked staff questions about the services offered to them. Ask if those questions were answered quickly. Ask persons served what they should do if questions are not answered.

Ask questions to ensure understanding.

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

Persons served 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 individual’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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbook.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

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

Workbook: Have persons served read (or read to non-readers) *Easy Read Guide*, Right 16 – Personal Privacy

Lesson 1

Easy Read Guide, Right 16 – Personal Privacy



You have the right to:

- privacy
- be yourself
- your own culture
- your religion
- your mental wellness

Except in emergencies, staff will respect the privacy of your room, by:

- knocking on the door
- getting your permission before entering

Invite persons served to reflect on what they read.

Lesson 2

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 2.

Answers: Persons served should draw pictures or right words for each topic

Lesson 2

For each topic listed below, draw a picture or write words that tell about you.

Being Yourself

Your Culture

Your Religion

Lesson 3

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 3.

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

Lesson 3

Draw a line from the door to ways staff can show they respect your privacy.



Knock on my door

Walk in my room without asking permission

Wait for me to say, “Come in.”

Ask if they can come in.

Lesson 4

Show the persons served the video on [Privacy Rights: https://youtu.be/lvBh3kH0TA4](https://youtu.be/lvBh3kH0TA4)

Ask the persons served what kinds of privacy rights they have. Ask how they can protect their right to individuality.

Make sure to prompt for understanding.

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 persons served 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

Persons served 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 person served 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 persons served have their workbooks.
- ✓ Have facility grievance procedure available.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Be prepared to handle clients telling their personal stories about grievances.

Lessons

(30 minutes)

What you will learn

Say to persons served:

- Please open your workbooks to Right 17.
- Read *What you will learn about this right*.

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 1

Ask persons served: Have you heard the word *grievance*?

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

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

Lesson 1

Easy Read Guide, Right 17 – Grievances



Staff will help you:

- understand your rights
- stand up for your rights

You have the right to speak up about:

- grievances
- policy changes
- service changes

Staff will post the grievance steps where they are easy to find.

Say to persons served: We're going to learn that your right to grievances is about more than making complaints.

Lesson 2

Say to persons served:

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

Workbook: Have persons served 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

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?

What You Should Do ?

1 Stay calm.

2 Try to work things out.

3 Get an advocate.

4 Follow the procedure.

5 Write up your complaint.

6 Wait for a response.

7 Contact the State.

Invite persons served to reflect on lesson.

Lesson 3

Show persons served the video on [Complaints/Grievances: https://youtu.be/xN8aym-FerM](https://youtu.be/xN8aym-FerM)

Ask the persons served if it is ok to tell care workers that they have a complaint. Ask persons served what they learned about ways to handle grievances.

Prompt for understanding and ask persons served to write notes in their individual workbooks if they would like to.

Lesson 4

Say to persons served:

- 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 you and the people who live in your residence.
- You can give staff your ideas about changes to services.
- Let's look at Lesson 4 in your workbook

Workbook: Have persons served 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 persons served 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

Persons served 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 individuals' 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.

Persons served have the right to leave the facility as they choose.

The facility must not disclose the individual's identifying information or presence in the facility to callers or visitors who may seek to communicate with the person served, unless:

- The person served authorizes disclosure,
- The legal guardian authorizes disclosure, or
- The conservator of the person served authorizes disclosure

This right is limited where medically inadvisable:

- as documented by the attending physician in the individual'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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

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

What you will learn about this right

1. Know your right to choose your friends.
2. Know your right to communicate in private.
3. Know your right to decide if staff can tell people you're at the facility.

Lesson 1

Say to persons served:

- 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 persons served read (or read to non-readers) *Easy Read Guide, Right #18 – Communication Privacy*

Lesson 1

Read *Easy Read Guide*, Right 18 – Communication Privacy



You can choose your friends.

You can talk to people in private.

Staff will not read your personal email.

You will have access to:

- paper
- pens and pencils
- telephone

Unless you say so, staff will not tell people you are at the facility.

Lesson 2

Say to persons served:

- 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 persons served follow instructions for workbook Lesson 2.

Lesson 2

Circle the 👍 (thumbs up) if statement is true. Circle 👎 (thumbs down) if statement is false.

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1) Staff can listen to your conversations. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2) Staff can decide who gets to know you are at the facility. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3) Staff can tell callers your personal information | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4) Staff can open your mail. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5) Staff decides if you can take part in groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6) You can talk on the phone in private. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7) You can leave the facility when you choose. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Answers: the last 2 are thumbs up – true; all others are thumbs down – false

Invite persons served to reflect on what they read.

Lesson 3

Show the video on [The Right to Communication Privacy: https://youtu.be/ArL-e2BeAVo](https://youtu.be/ArL-e2BeAVo)

Ask the persons served if it was ok for the care workers to open their mail and read it before giving it to the persons served in the video. Ask persons served what they can do if someone does not respect their communication privacy.

Suggest that the persons served make notes in their workbooks or Easy Read Guide so they can remember what to do when their communication privacy is not respected.

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 persons served 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 persons served.
2. If contraindicated for documented medical, safety, or programmatic reasons.

The facility must maintain a central locked depository or provide persons served 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 persons served have their workbooks.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Be prepared to handle clients telling their personal stories about grievances.

Lessons

(25minutes)

What you will learn

Say to persons served:

- 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 persons served:

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

Workbook: Have persons served 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 persons served to reflect on what they read.

Lesson 2

Say to persons served:

- 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 persons served.
- 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 persons served 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 persons served to reflect on lesson.

Lesson 3

Show the video on [Rights to Personal Property: https://youtu.be/zPNP51ELXVg](https://youtu.be/zPNP51ELXVg)

Invite the persons served to think about what they saw in the video. Ask the persons served what kind of personal property they are allowed to have in their residence.

Ask what they should expect to keep their personal property secure. What can persons served do if their personal property is not secured?

Suggest that the persons served write a list of their personal property in their workbooks so that they can remember what is theirs.

Lesson 4

Say to persons served:

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

Workbook: Have persons served 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 persons served 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 persons served?

- Listen for them to say taking up space allocated for other persons served.
- 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

Persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(10 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 20 – Services for the Facility

Lesson 1

Easy Read Guide, Right 20 – Services for the Facility



You will not work for the facility.

You will not provide services for the facility.

You can work for the facility if:

- it is for health reasons in your medical record
- it is for goals in your medical record

Invite persons served to reflect on what they read.

Lesson 2

Say to persons served: Let's look at Lesson 2 in your workbooks.

Workbooks: Have persons served follow instructions in workbook for Lesson 2.

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

Lesson 2

Circle True or False for each statement.

1. I can sell services to the facility. True False

2. All residents can work for the facility. True False

3. Some residents have medical goals that make it okay for them to work for the facility. True False

Invite persons served to reflect on what they've learned.

Lesson 3

Show the persons served the video on [The Right to Services for the Facility:](https://youtu.be/B41t0LknY-c)
<https://youtu.be/B41t0LknY-c>

Ask the persons served if it was ok for the staff to ask them to clean their residence. Explain that it was NOT OK for the staff to ask them to work for the facility. Persons served are not employees of the facility.

Ask the persons served when it is ok to do chores. Explain that it IS OK to do personal chores if it is written in their treatment plan. Ask the persons served what kind of chores might be in their plans.

Discussion Questions

When is it okay for persons served 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

Persons served 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 persons served.

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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:


- 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 21 – Choice of Supplier

Lesson 1

Easy Read Guide, Right 21 – Choice of Supplier

A photograph showing a woman in a wheelchair being assisted by another woman. The woman in the wheelchair is looking at a document or screen, and the other woman is pointing at it. They are in an indoor setting, possibly a community center or office.

You can buy or rent:

- items not included in what you pay for your room
- services not included in what you pay for your room
- from a supplier of your choice
- from a supplier who makes sure these meet your medical or treatment needs

Ask persons served to reflect on what they read.

Lesson 2

Workbook: Have persons served follow instructions in workbooks for Lesson 2.

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

Lesson 2

Put a ✓ in front of services or products you might buy from suppliers you choose.

- ✓ Cell phone
- ✓ Shirts
- Supervision at the facility
- ✓ Shoes
- ✓ Wheelchair
- My room at the facility
- ✓ Hearing aids
- ✓ Bicycle
- Meals at the facility

Invite persons served to reflect on what they've learned.

Lesson 3

Show the video on [The Right to Other Services: https://youtu.be/VTxHOFXGa04](https://youtu.be/VTxHOFXGa04)

Explain to persons served that some services are not included in the cost of their room. Ask persons served what kinds of things might not be included in the cost of their room.

Ask persons served what they can do if they want to buy or rent a service that is not provided in their room cost. Who can help them identify providers for additional services?

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 persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served 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 persons served to reflect on what they read.

Lesson 2

Workbook: Have persons served follow instructions in workbooks for Lesson 2.

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

Lesson 2

Draw a line from the dollar sign to true statements.



1. I can manage my money.
2. I can ask the facility to manage my money.
3. If the facility manages my money, it must give me a record of my money every day.
4. If the facility manages my money, it must give me a record of my money every 3 months.

Invite persons served to reflect on what they've learned

Lesson 3

Show the video on Other Rights: <https://youtu.be/eJyXnuBk7TU>

Note that this video is used in other rights sessions. You might want to group all the right sessions associated with this video together for presentation.

Ask persons served if they keep track of their own money. If they do not keep track of their own money, ask them if they know who does keep track of their money.

Ask persons served how often they should be given a record of their finances if they do not keep track of their own money.

Suggest to persons served to write notes about this right in their individual workbooks.

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

Persons served 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 persons served 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 person served appointed as their health care agent
- the right to visit with and have health care decisions made by the person the person served designated and as recorded in the individual's health record

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

Upon admission to the facility the person served, legal guardian, or conservator must be given the opportunity to designate a person who is not related who will have the status of the individual's next of kin with respect to visitation and making a health care decision. This designation must be included in the individual'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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(20 minutes)

What you will learn

Say to persons served:

- 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 persons served:

- 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 persons served.
- Please open your workbook to Right 23.

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

Lesson 1

Read *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 persons served:

- 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 persons served.
- Turn to Lesson 2 in your workbook.

Workbook: Have persons served 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!

I can take part in political activities O	I can visit with my health care agent O	I can call people mean names X
I can hit people when they make me mad X	I can keep my things on my roommate's bed X	I can choose my religious activities O
I can tell my friends who lives at the facility X	I can take part in community groups O	I can work with others to improve long-term care O

Invite persons served to reflect on what they learned.

Lesson 3

Say to persons served:

- 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 persons served follow instructions for Lesson 3.

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

Lesson 3

Circle all the people who can make health care decisions for you.

- me
- my legal guardian
- my roommate
- a stranger
- the person I name next of kin

Invite persons served to reflect on what they learned.

Lesson 4

Show the video on Other Rights: <https://youtu.be/eJyXnuBk7TU>

Note that this video is used in other rights sessions. You might want to group all the right sessions associated with this video together for presentation.

Ask persons served if it is OK for them to meet with their friends, family, and other people in their residence.

Ask when it might NOT be ok to meet with people in their residence.

Suggest to persons served that they might want to write notes in their individual workbooks a list of people they like to have call or visit them in their residence.

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

Persons served and their families have the right to organize, maintain, and participate in persons served 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 persons served 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.
- ✓ Have TV with streaming capabilities or a connected computer monitor available for showing the Situational Videos.
- ✓ Ensure persons served have their workbooks.

Lessons

(15 minutes)

What you will learn

Say to persons served:

- 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 persons served:


- 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 persons served 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 persons served 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 persons served read (or read to non-readers) *Easy Read Guide*, Right 24 – Advisory Councils

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 persons served to reflect on what they read.

Lesson 2

Say to persons served:

- 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 persons served follow instructions in workbook for Lesson 2.

Answers: 1-“council;” 2-“private;” 3-“invites;”4-“talk;” 5-“recommendations”

Lesson 2

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

Word List

- invites
- council
- recommendations
- talk
- private

1. A **council** is a group of people who get together to talk about issues.
2. Council meetings are not open to anyone because the meetings are **private**.
3. Staff can take part in council meetings if the council **invites** them.
4. The Council gets together to **talk** about issues.
5. Staff should encourage the council to make **recommendations** about facility policies.

Invite resident to reflect on what they learned.

Lesson 3

Show the video on [Other Rights: https://youtu.be/eJyXnuBk7TU](https://youtu.be/eJyXnuBk7TU)

Note that this video is used in other rights sessions. You might want to group all the right sessions associated with this video together for presentation.

Ask persons served if they understand what an advisory council is. Prompt for understanding.

Ask persons served if their residence has an advisory council. If it does, ask if they, or someone from their family, are interested in being a member of the council. If not, ask if they would be interested in forming an advisory council.

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

Persons served 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 person served 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 persons served:

- 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 persons served:


- 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 persons served 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 persons served to reflect on the lesson.

Lesson 2

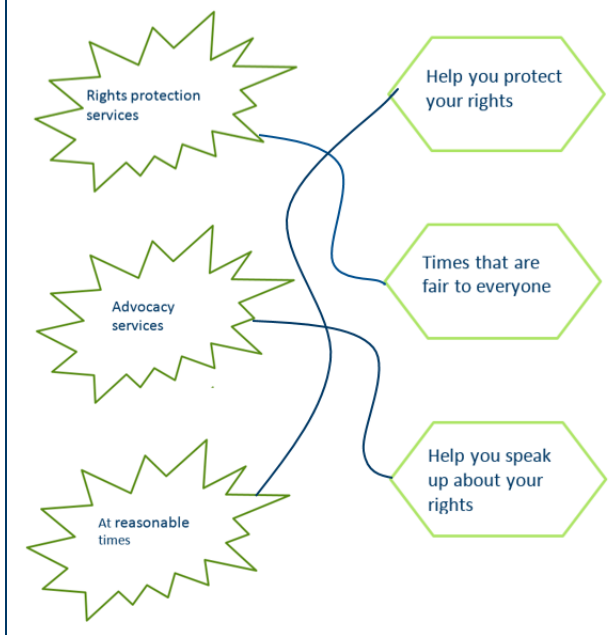
Say to persons served: Let’s look at another exercise.

Workbook: Have persons served 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.”

Lesson 2

Draw a line from the term to its meaning.



Invite persons served 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 persons served understand, exercise, and protect their rights.
- Listen for an understanding that persons served 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/>
- MN Olmstead Plan website:
https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionS electionMethod=LatestReleased&dDocName=opc_home
- 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/appld//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:

Checkbox	Right	Date
<input type="checkbox"/>	Right 1 – Information about Rights	
<input type="checkbox"/>	Right 2 – Courteous Treatment	
<input type="checkbox"/>	Right 3 – Appropriate Health Care	
<input type="checkbox"/>	Right 4 – Your Doctor	
<input type="checkbox"/>	Right 5 – Other Health Services	
<input type="checkbox"/>	Right 6 – Information about Treatment	
<input type="checkbox"/>	Right 7 – Your Treatment Plan	
<input type="checkbox"/>	Right 8 – Continuity of Care	
<input type="checkbox"/>	Right 9 – Right to Refuse Care	
<input type="checkbox"/>	Right 10 – Experimental Research	
<input type="checkbox"/>	Right 11 – Freedom from Maltreatment	
<input type="checkbox"/>	Right 12 – Treatment Privacy	
<input type="checkbox"/>	Right 13 – Confidentiality of Records	
<input type="checkbox"/>	Right 14 – Disclosure of Services Available	
<input type="checkbox"/>	Right 15 – Responsive Services	
<input type="checkbox"/>	Right 16 – Personal Privacy	
<input type="checkbox"/>	Right 17 – Right to Grievances	
<input type="checkbox"/>	Right 18 – Communication Privacy	
<input type="checkbox"/>	Right 19 – Personal Property	
<input type="checkbox"/>	Right 20 – Services for the Facility	
<input type="checkbox"/>	Right 21 – Choice of Supplier	
<input type="checkbox"/>	Right 22 – Financial Affairs	
<input type="checkbox"/>	Right 23 – Right to Associate	
<input type="checkbox"/>	Right 24 – Advisory Councils	
<input type="checkbox"/>	Right 25 – Protection and Advocacy Services	