



A Patient Rights Module: **Patient Bill of Rights**

INSTRUCTIONS FOR THE SUPERVISOR

Step One:

- Make a copy of the Instructions for the Learner page. Return your original to the sheet protector. Add the following information to the copy:
 1. The name (or position) of the person to whom the aides should direct questions.
 2. The name (or position) of the person to whom the aides should turn in their quizzes.
 3. The date by which the quiz page should be turned in.
 4. The name (or position) of the person who will initial the aides' Inservice Club Membership Cards.
- Use this copy as your "master" as you make up the inservice packets.

Step Two:

- Have the following copied for each learner:
 1. The **Instructions for the Learner** page.
 2. The **11 Page** Inservice newsletter.
 3. OPTIONAL: Your workplace Patient Bill of Rights, and your workplace policy on how patients can make formal complaints.
 4. The **Quiz** page.

Step Three:

For Self-Study Use

- Distribute as desired—in employee mailboxes; folded in paychecks, etc.
- You may want to post the Quiz Answer Sheet in a prominent spot.

For Group Use

- Read over the Suggested Participatory Activities, the Suggested Teaching Tips and the Suggested Discussion Questions.
- Select the activities you want to use during your inservice hour.



Developing Top-Notch CNAs, One Inservice at a Time

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SUGGESTED PARTICIPATORY ACTIVITIES

ACTIVITY # 1: WRITE YOUR OWN RIGHTS!

NOTE: Use this activity at the beginning of the inservice . . . **prior to passing out the learner packets.**

- Give all participants a blank piece of paper. Ask them to imagine that they are the patient! Give each person a specific imaginary disease or condition like Alzheimer's, stroke, paralysis, and so on.
- Then, ask the participants/patients to write "**10 Rights**" they feel entitled to while they are receiving care.
- Encourage the group to list rights they already know about, and any they aren't sure about (but think *should* be real rights). You can even encourage them to get a little silly and make up things like, "I should have the right to eat Jell-O for dinner every night if I choose!" Allow 5-10 minutes to complete this task.
- Next, show the group a copy of the Patient Bill of Rights for your workplace, on an overhead or as a handout.
- Have each person compare their 10 Rights to the actual list. Ask if the rights that are important to them are the rights on the real list. **Explain that most people expect and deserve the same rights . . . respect, choice, freedom, and privacy. And, these are the foundation of the Bill of Rights.**
- Have participants read some of their silly rights out loud and see if you can make them fit under the law. For example, "the right to eat Jell-O for dinner every night would ACTUALLY be a protected right. Patients are allowed to make their own choices (within reason) for what, when and where they want to eat!

ACTIVITY #2: WHAT WOULD YOU DO IF . . .

Ask the group for solutions to the following situations. (If you'd like, ask for two or three solutions for each scenario.)

- You find out that your home care client is being tied to his bed every night by his family.
- You notice a coworker slapping a patient.
- Your patient tells you that her doctor prescribed a new medication but she doesn't know what it's for.
- You find the personal belongings of one patient in another patient's room.
- Your patient refuses to take a bath five days in a row.

ACTIVITY #3: CREATE AN INFORMATIVE DISPLAY - A TEAMBUILDING EXERCISE

Use this activity to reinforce the content learned in this packet and to encourage collaboration, sharing of ideas and creativity. Learning is enhanced when the learner must learn the material well enough to teach it!

- In facilities: Challenge the group to create a bulletin board or individual posters intended to educate patients and their family members about The Patient Bill of Rights.
- For Home Care: Challenge the group to create handouts that can be copied and left with patients.
- If you have a large group, break into teams and assign a section of content to each team.
- Encourage the group to use the information in the packet, keep it simple and be creative! Allow enough time for the groups to develop their ideas, then have them present their creation to the rest of the class.



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SUGGESTED TEACHING TIPS

TEACHING TIPS

- Make an overhead from the Quiz Answer Key.
- Bring in copies of documents that are related to the Patient Bill of Rights, such as: a consent form, a living will, a health care power of attorney, a DNR order form, a complaint form, etc. Pass them around and discuss them with your staff.
- Take some time to allow participants to discuss their reaction to:
 - The "Talk About It" box on page 4,
 - The "Connect it Now" box on page 5,
 - The "Think About It" box on page 6,
 - The "Get Out" box on page 7, and
 - The "Next Step" box on page 8.
- Praise nursing assistants who come to you to report a patient's complaint. Remind them that complaints provide us with feedback...so that we can do better next time.

RESOURCES

The following resources were used in developing this inservice. You might want to check them out for further information:

- [Home Care Aide](#) by Mosby Lifeline Publishing
- [Essentials for Today's Nursing Assistant](#) by Peggy A. Grubbs
- [1001 Nursing Tips & Time Savers](#), 3rd Edition compiled by Springhouse
- The American Hospital Association at www.aha.org
- U.S. Dept. of Health & Human Services at www.hhs.gov
- The American Association of Retired People at www.aarp.org
- National Institute for Patient Rights at www.empowerpatients.com
- Joint Commission at www.jointcommission.org

PLEASE NOTE:

Your staff may enjoy the following related In the Know inservices:

- Dealing with Family Members
- Customer Service in Healthcare
- Ethical Dilemmas in Healthcare
- Understanding Restraints and Alternatives
- Legal Issues for Nursing Assistants
- Understanding Cultural Diversity
- Maintaining Confidentiality
- Understanding and Supporting Advance Directives

If your In the Know library doesn't include these titles, they are available for purchase by calling our toll-free number:

877-809-5515





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SUGGESTED DISCUSSION QUESTIONS

DISCUSSION QUESTION #1

Ask the group to come up with several examples of how they ensure the following rights for their patients:

- The right to high quality care
- The right to a clean, safe environment
- The right to participation in care
- The right to protection of privacy

DISCUSSION QUESTION #2

Ask the group if anyone has any personal experience with having their own rights, or the rights of a loved one, being violated. Ask:

- What right do you feel you (or your loved one) were denied?
- Who was involved: a CNA, nurse, doctor or other healthcare employee?
- Were you or your loved one harmed physically or emotionally?
- Did you report the violation? And, if so, what was the result?

HERE ARE MORE QUESTIONS THAT MAY SPUR SOME INTERESTING DISCUSSION:

- Do you think that patients with mental illnesses should be allowed to make their own decisions—even if their illness or their medications affect their ability to think? Why or why not?
- Should people with cancer (which is potentially curable) be allowed to refuse treatment?
- Some people object to life saving measures, like blood transfusions, because of their religious beliefs. Should these people be allowed make the same refusals for their children, regardless of their child's personal belief?
- People who work in healthcare often find humor and absurdity in their daily routines with patients. Do you think it is okay to share these funny stories with your family and friends? What if you are pretty sure the people you are sharing with will never have any contact with the patients you are talking about? How can you tell your funny stories yet still protect your patients' rights to privacy?



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QUIZ ANSWER KEY

1. The purpose of the Patient Bill of Rights is to:

C. Ensure patients are treated equally and ethically in all healthcare situations. It's common for people to feel vulnerable and helpless when they are hospitalized, placed in a nursing home or require home care. The Bill of Rights gives patients the power they need to remain in charge of their own life.

2. The Patient Bill of Rights DOES NOT give patients the right to:

B. Do whatever they want, whenever they want. Just because Mr. Smith *wants* to listen to opera music at 3am on the highest volume setting . . . this activity would violate the rights of the others to rest.

3. The HIPAA law states that all healthcare workers must:

C. Keep every patients' personal health information private. HIPAA regulations require that patients' personal health information must be protected and kept confidential. Access to patient information must be limited to only those authorized, and only the information necessary for a task can be available.

4. Along with Patient Rights, patients have a responsibility to:

D. Ask for more information if they don't understand something. Patients have a right to receive current information about their diagnosis, make decisions about their own care, and even have the right to refuse care. But, along with these rights comes the responsibility to ask for more information if needed.

5. True

Patients have the right to know the identity of health care workers involved in their care. (They also have the right to be told if any of their caregivers are students or trainees.)

6. True

Physical restraints may be a violation of patient rights. Patients have a right to be allowed to live a high quality of life, free from unnecessary physical or chemical restraints.

7. False

Home care patients have a right to choose where and how they want to live—even if that environment seems unpleasant to us.

8. True

Patients have a right to review their own health care records and dispute any charges they feel were not provided.

9. False

Patients are guaranteed the rights outlined in the Patient Bill of Rights, unconditionally. No one is required to "earn" their rights by proving they can perform their responsibilities.

10. True

All patients have a right to know the health care organization's policies for handling a complaint, make suggestions or complaints about their care—without being afraid of the consequences and have a prompt and fair response to any complaint.



IN THE KNOW

Developing Top-Notch CNAs, One Inservice at a Time

A Complete Civility Training Program: **The Real Healthcare Reform**

AND ALSO FROM IN THE KNOW...

CIVILITY TRAINING PROGRAM PACKAGES

How Many	Your Cost*
12	\$182.26
24	\$271.77
50	\$449.00
100	\$742.00
150	\$898.50
300	\$1,497.00

WHAT YOU'LL GET:

- A copy of *The REAL Healthcare Reform* for each of your learners
- The Companion Instructor's Manual
- Engaging classroom activities and discussion questions
- Convenient PowerPoint presentations
- Tips for improving participation and keeping yourself organized
- A CD with master PDF copies of all the handouts and presentations
- SIX HOURS of inservice credit for your CNAs

* Plus shipping

ARE YOU READY TO DELIVER A COMPREHENSIVE CIVILITY TRAINING PROGRAM WITHIN YOUR WORKPLACE?

Did you know the Joint Commission recommends that all accredited healthcare organizations be responsible for handling and preventing incivility in the workplace?

Civility training in the healthcare workplace is more than just a course in professional conduct—although professional conduct is the goal! Civility training teaches:

- Self-awareness
- Personal and professional integrity
- Communication skills
- A sense of ownership in the workplace
- Personal empowerment to solve problems with energy, creativity and enthusiasm

Based on the bestselling book "The Real Healthcare Reform," our Civility Training Program is unique because it immerses learners in the material in a fun and engaging way. **The program is written for all healthcare employees, clinical and non-clinical, and will benefit everyone in your organization.**

GET STARTED TODAY!

Choose the package that fits the number of learners you wish to reach, then call us toll free at **877-809-5515** to place your order!





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EVALUATION

Employee Name _____

Date _____

Self-Study Inservice

Group-Study Inservice

1. Put a checkmark in the box that best describes how you feel about each learning objective.

LEARNING OBJECTIVE	I am able to do this.	I might be able to do this.	I can't do this.	I'm not sure.
<i>Explain the purpose of the Patient Bill of Rights.</i>				
<i>List at least 5 rights all patients are entitled to receive.</i>				
<i>Describe the patient responsibilities that go along with each patient right.</i>				
<i>Discuss your own rights and responsibilities as an employee and a caregiver.</i>				
<i>Demonstrate your support of patient rights in your daily work.</i>				

2. Did you learn anything new that will help you in your job?

Yes

No

If yes, please explain: _____

3. If you have questions about the inservice information that did not get answered, note them here:

4. Other comments? _____
