



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 23.1 Resident/Patient Client Rights



INTRODUCTION

Annotation:

In this unit students will demonstrate understanding of residents rights through examining the components of the legislation for Georgia. They will research and summarize the topics included in the Residents' Bill of Rights and design a brochure that could be used for distribution to residents and families. They will examine the role of the Ombudsman and determine what it takes to become an Ombudsman. They will find out who the current Ombudsmen are for Georgia.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

Three to four 50 minutes periods

Author:

Phyllis Dumas

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-3:

The student will demonstrate behavior which maintains residents'/patients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

- a. Provide privacy and maintain confidentiality.
- b. Promote the resident's/patients/client's right to make personal choices to accommodate their needs.
- c. Give assistance in resolving grievances and disputes including the use of Ombudsmen.
- d. Provide needed assistance getting to and participating in resident/patient/client and family groups and activities.
- e. Maintain care and security of residents/patients/clients personal possessions according to facilities policy and procedures.
- f. Provide care, which maintains the resident/patient/client right to freedom from abuse, mistreatment and neglect.
- g. Avoid the need for restraints in accordance with current professional standards and discuss alternative options.

HS-NE-1:

The student will apply the academic subject matter required for proficiency as a nursing assistant.

- d. Respect and advocate the resident/patient/client rights.

GPS Academic Standards:

ELA10W1 (d): Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Elements of Residents' Rights/Patient's Rights

- Privacy
- Confidentiality
- Personal choice
- Grievance and dispute resolution
- Participation in group activities
- Personal possession care and security
- Freedom from abuse, mistreatment and neglect.
- Restraints
- Techniques for protecting residents' rights

Essential Questions:

- How do I maintain patient/resident/client rights according to federal OBRA and HIPAA guidelines and the official Code of Georgia?
- How would you assist the Ombudsman in resolving grievances and disputes?

Knowledge from this Unit:

- That promotion of residents' rights is an important legal issue that must be maintained
- The elements of residents' rights according to the OBRA and HIPAA guidelines and the Official Code of Georgia

Skills from this Unit:

- Demonstrate protection of residents' rights in a clinical setting
- Verbalize how to protect the residents' rights



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Residents Rights and Your Role as a Nursing Assistant

Assessment(s) Description/Directions:

Administer the assessment at the end of the unit.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE-3: The student will demonstrate behavior which maintains residents'/patients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

- a. Provide privacy and maintain confidentiality.
- b. Promote the resident's/patients/client's right to make personal choices to accommodate their needs.
- c. Give assistance in resolving grievances and disputes including the use of Ombudsmen.
- d. Provide needed assistance getting to and participating in resident/patient/client and family groups and activities.
- e. Maintain care and security of residents/patients/clients personal possessions according to facilities policy and procedures.
- f. Provide care, which maintains the resident/patient/client right to freedom from abuse, mistreatment and neglect.
- g. Avoid the need for restraints in accordance with current professional standards and discuss alternative options.

HS-NE-1: The student will apply the academic subject matter required for proficiency as a nursing assistant.

- d. Respect and advocate the resident/patient/client rights.

2. Review Essential Questions.

- How do I maintain patient/resident/client rights according to federal OBRA and HIPAA guidelines and the official Code of Georgia?
- How would you assist the Ombudsman in resolving grievances and disputes?

3. Identify and review the unit vocabulary

4. Assessment Activity.

- Introduce essential and unit questions and key terms-privacy, confidentiality,

- Differentiate between cultural diversity, religious preferences and individual values and how each affect patients' attitudes toward their choices in health care.
- Identify the chain of command in helping residents to resolve grievances and disputes including the use of the Ombudsman.
- Describe role of nursing assistant in promoting involvement in activities.
- Discuss strategies for caring for resident belongings in long term care and acute care settings
- Discuss facility policies and procedures for securing valuables such as money, jewelry, etc
- Define and analyze the impact of ethical and legal issues in the provision of health care, to include abuse, mistreatment, neglect, exploitation and confidentiality
- Discuss alternative techniques to avoid the use of restraints.

Attachments for Learning Experiences:

Notes & Reflections:

- This unit should reinforce the importance of protecting residents' rights as students prepare to enter the clinical area.
<http://www.ltombudsman.org/uploads/SLTCOResRtsSelfStudy.pdf> Ombudsman
- http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=DEPARTMENT_OF_HUMAN_RESOURCES%2FPUBLIC_HEALTH%2FLONG-TERM_CARE_FACILITIES_RESIDENTS_BILL_OF_RIGHTS%2Findex.html&d=1 Website for specific regulations
- [Definitions](#)
290-5-39-.01
- [Administration](#)
290-5-39-.02
- [Notification of Rights](#)
290-5-39-.03
- [Citizenship and Personal Choice](#)
290-5-39-.04
- [Privacy](#)
290-5-39-.05
- [Management of Personal Property and Financial Affairs](#)
290-5-39-.06

- [Resident Care and Treatment](#)
290-5-39-.07
- [Refusal of Medical Treatment, Dietary Restrictions and Medications](#)
290-5-39-.08
- [Use of Restraints, Isolation or Restrictions](#)
290-5-39-.09
- [Temporary Suspension of Rights](#)
290-5-39-.10
- [Transfer and Discharge](#)
290-5-39-.11
- [Contributions to the Facility](#)
290-5-39-.12
- [Nondiscrimination](#)
290-5-39-.13



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Make a Residents' Rights Brochure/Booklet

Culminating Unit Performance Task Description/Directions/Differentiated

In this performance task, students will be divided into small groups and research various aspects of the resident's rights. They will make a Residents' Rights Brochure or Booklet to be handed out to residents and family. The brochure will be outlined with the 12 topics as listed on the website

[http://rules.sos.state.ga.us/cgi-](http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=DEPARTMENT_OF_HUMAN_RESOURCES%2FPUBLIC_HEALTH%2FLONG-TERM_CARE_FACILITIES_RESIDENTS_BILL_OF_RIGHTS%2Findex.html&d=1)

[bin/page.cgi?g=DEPARTMENT_OF_HUMAN_RESOURCES%2FPUBLIC_HEALTH%2FLONG-](http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=DEPARTMENT_OF_HUMAN_RESOURCES%2FPUBLIC_HEALTH%2FLONG-TERM_CARE_FACILITIES_RESIDENTS_BILL_OF_RIGHTS%2Findex.html&d=1)

[TERM_CARE_FACILITIES_RESIDENTS_BILL_OF_RIGHTS%2Findex.html&d=1](http://rules.sos.state.ga.us/cgi-bin/page.cgi?g=DEPARTMENT_OF_HUMAN_RESOURCES%2FPUBLIC_HEALTH%2FLONG-TERM_CARE_FACILITIES_RESIDENTS_BILL_OF_RIGHTS%2Findex.html&d=1) Topics are listed in the teacher notes above with links to each section.

When the brochure is complete, each will discuss their research findings on Residents' Rights. The brochure should be colorful, two sided, contain all components and the current names of Ombudsmen in Georgia. The students are expected to briefly summarize their section of the Residents Bill of Rights, place the information on no more than 2 multimedia slides as a rough draft. A meeting will be held with

the whole group in which students will present the information they plan to include on the brochure. Class members will give constructive feedback on information, whether it needs to be condensed more, use different wording, formatting.

Some students can be responsible for the brochure itself and can be formatting the brochure while the researchers are preparing the information. The final product could be sent to a local long-term care facility administrator or the Ombudsman for the region for feedback.

http://www.georgiaombudsman.org/about_longcare.asp This is a link for Ombudsman in Georgia.

Another option would be to invite an Ombudsman as a guest Speaker to listen to the students present the final product and discuss their role in promoting residents' rights.

Attachments for Culminating Performance Task

Residents' Rights Brochure Rubric



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Textbook
- Worksheets
- Computer/internet access
- Skill check list rubric
- Restraints

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		