

Coordinator Resources

Code of Rights

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A **learning game** – this game will be an opportunity to have a bit of fun to have with the participants! It can be used as an ice breaker or to continue to engage participants after having watched the video.
- A **case scenario** is a fictional story of a person that allows learners to extrapolate and apply what they have learned to a practical scenario. You can present the case scenario to a group of staff for discussion or use it as a self-directed exercise. You could ask staff to relate the case scenario to the related policy and procedures at your organisation.
- **Essential Assessment Answers** are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- **Essential Assessment** – this assessment demonstrates that the learner has understood the information contained in the video.
- **Extension Assessment** – this assessment asks the learner to reflect on the subject discussed in the video. This requires short answers which are marked by the Coordinator.
- **Evidence Assessment** – overall there may be a variety of these assessments offered depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or service in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- **Quick Reference Guide** – this contains the key points of the information in the course. It can be used for a quick face to face up date (toolbox talk), placed in a folder, noticeboard or in a staff area.
- **Course Information Sheet** – this is an informational sheet that directs learners to further resources, information, definitions and who the Subject Matter Expert is. This is useful to have prior to viewing the course.
- **Certificate** – a certificate is issued for each course to be completed by the Coordinator. Hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- **Poster** – a poster is available for each course.
- **Infographic** – This document supports the concept of microlearning and is supplied to aid any staff who learn in different ways and may need help to retain information. It represents the key information from the course. Use it as a poster or email it to staff to refresh a key message. It could be used as a screen saver or you could attach it to pay slips

Learning Game

Code of Rights Bingo

1. See Appendix One for bingo boards, tokens and the question sheet. We recommend printing the bingo boards and tokens on card stock and laminating for durability. You may wish to provide milk bottle lids or buttons in lieu of the provided tokens.
2. Make multiple copies of the bingo boards and distribute one to each learner or pair of learners.
3. Give each learner or pair of learners 9 tokens each.
4. The coordinator will call out a question at random from the question sheet. If the learner or pair of learners have the answer to that question on their bingo board, they then cover that answer with a token. Continue to choose questions at random.

If the learner or pair of learners covers all 9 words/phrases on their board, they call out “Bingo!” and they are the winner of that game. You can choose to shorten the game by providing less tokens and calling out less questions.

Case Scenarios

Case Scenario 1: Mr J receives regular support with his personal care and hygiene. He likes to set out his clothes before the staff come to assist him with his shower. On this particular day, the staff enter his bedroom and observe that his clothes have not been set out. Mr J is still lying in his bed and reports that he is tired and feeling unwell. Reflect upon your organisation’s policies and procedures and discuss which rights apply and what you would do to ensure Mr J’s rights are upheld.

Learner’s response should consider Mr J’s right to freedom from coercion, the right to dignity and independence and the right to services of an appropriate standard.

Case Scenario 2: Mrs W has been receiving care and services for two years. She has a diagnosis of dementia and her needs are gradually increasing. Recently, Mrs W has been reverting to her first language, Russian, and is losing her ability to communicate in English. This causes increased confusion and frustration for Mrs W and places greater demand on Mrs W’s family, as they feel the need to be present in order to interpret. Reflect upon your organisation’s policies and procedures and discuss which rights apply and what you would do to ensure Mrs W’s rights are upheld.

Learner’s response should consider Mrs W’s right to effective communication, the right to informed choice and the right to support.

Part B

Select the **MOST CORRECT** answer from the options below each question.

1. Which of the following is a positive example of showing respect?
 - A. Learning and pronouncing whānau names correctly
 - B. Listening to the wishes of the family, rather than the wishes of the individual
 - C. Applying your own personal set of values and preferences
 - D. Insisting that the individual is cared for in a care home, rather than by their family

2. Every person has the right to freedom from:
 - A. Discrimination
 - B. Coercion
 - C. Harassment
 - D. All of the other answers

3. Which of the following is a positive example of effective communication?
 - A. Booking an accredited interpreter as required
 - B. Providing information about a service in a written format only
 - C. Withholding information about test results
 - D. Providing information to the family, rather than the individual

4. Someone who is asked to participate in teaching or research should be:
 - A. Provided with a full explanation of what to expect
 - B. Given the right to refuse or not participate
 - C. Treated equally if participating
 - D. All of the other answers

5. Which of the following is a positive example of the complaints process?
 - A. Listening to a person's concerns and informing them what will be done to resolve the issue
 - B. Disputing the person's concerns and hoping the complaint will go away
 - C. Escalating the complaint immediately to the Health and Disability Commissioner
 - D. Informing the person immediately that there is no way to resolve their issue

Part C

Select the **MOST CORRECT** word or phrase to complete the sentence

1. The Code of Rights is made up of rights in total.
 - A. 8
 - B. 10
 - C. 12

 2. Every person has the right to services of standard.
 - A. an appropriate
 - B. an average
 - C. a poor

 3. In order to make an informed decision, a person requires of the information.
 - A. most
 - B. some
 - C. all

 4. Once a person has made an informed decision, the healthcare team should those decisions.
 - A. abide by
 - B. ignore
 - C. consider

 5. the right to complain.
 - A. Only people receiving care have
 - B. We all have
 - C. Only family members have
-

Appendix One

Learning Game: Code of Rights Bingo Question Sheet

QUESTION	ANSWER
1. The purpose of the is to 'promote and respect the rights of consumers who use health and disability services'.	Health and Disability Commissioner
2. Every consumer 'has the right to have his or her privacy respected'. This comes under which right?	Right 1: Right to be Treated with Respect
3. Consumers should receive communication 'in a form, language and manner that enables them to understand the information provided'. This comes under which right?	Right 5: Right to Effective Communication
4. Right 2 states that 'every consumer has the right to be free from discrimination, coercion, harassment and	Exploitation
5. Consumers should be supported to live a dignified, independent life whilst they are receiving services. This comes under which right?	Right 3: Right to Dignity and Independence
6. 'Every consumer has the right to have services provided that comply with legal, professional, ethical and other relevant standards'. This comes under which right?	Right 4: Right to Services of an Appropriate Standard
7. Every consumer has the right to: - an explanation of his or her condition, and - an explanation of the options available, including risks, side effects, waiting times, costs, benefits and side effects. This comes under which right?	Right 6: Right to be Fully Informed
8. 'Every consumer must be presumed competent to make an informed choice and give consent'.	Informed
9. Unless there is fear for someone's safety, consumers have the right to have a support person present under which right?	Right 8: Right to Support
10. Under Right 9, a consumer has the right to decide if they would like to be a part of training, teaching or	Research
11. If a consumer is unhappy with the result of a complaint, an independent can be provided.	Advocate
12. All are obligated to comply with the Code of Rights.	Health Professionals

Bingo Board 1

Right 1: Right to be Treated with Respect	Informed	Exploitation
Right 3: Right to Dignity and Independence	Health and Disability Commissioner	Right 8: Right to Support
Advocate	Health Professionals	Research

Bingo Board 2

Right 6: Right to be Fully Informed	Right 3: Right to Dignity and Independence	Health Professionals
Advocate	Right 5: Right to Effective Communication	Right 4: Right to Services of an Appropriate Standard
Right 1: Right to be Treated with Respect	Research	Informed

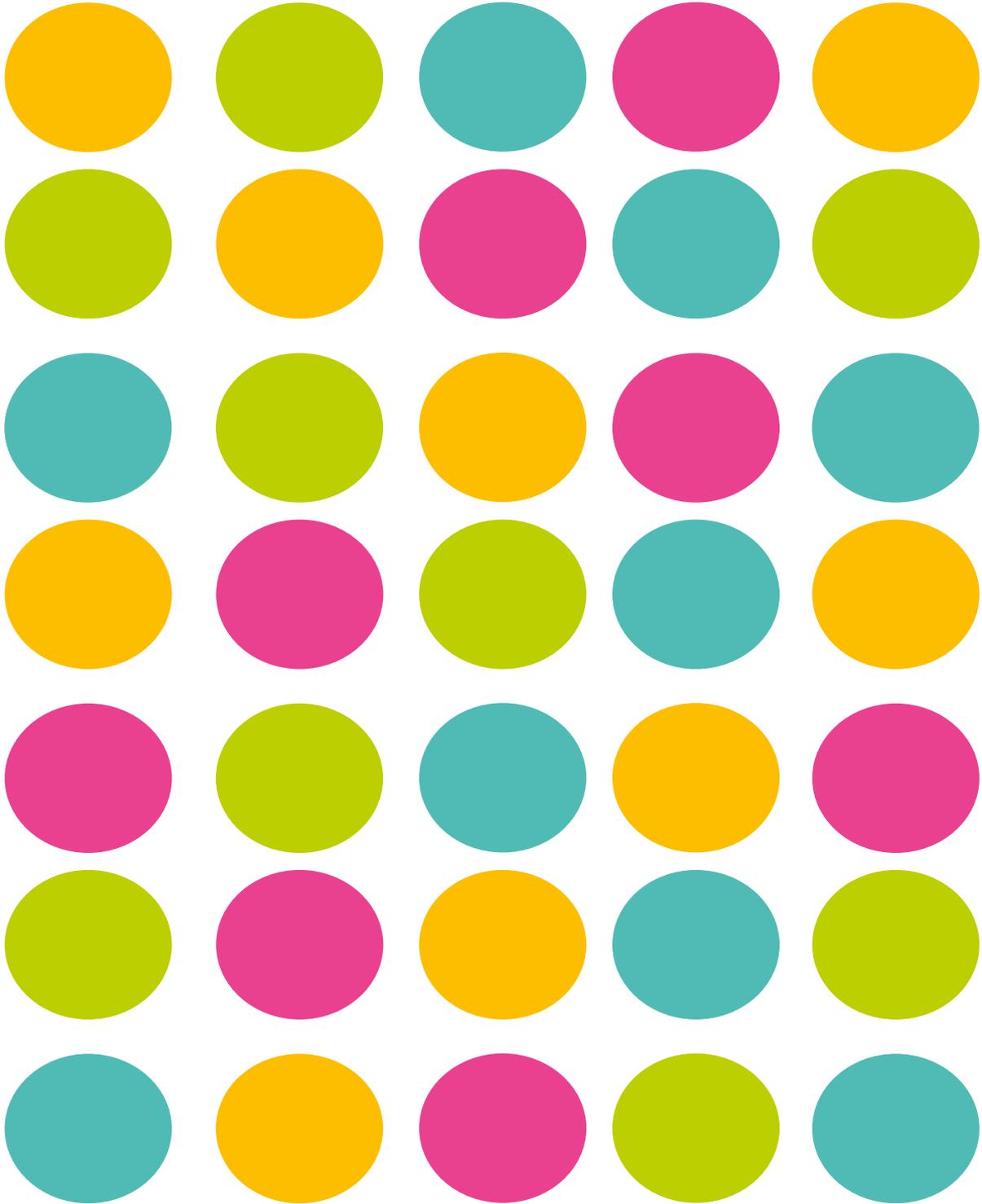
Bingo Board 3

Right 5: Right to Effective Communication	Right 4: Right to Services of an Appropriate Standard	Health and Disability Commissioner
Informed	Health Professionals	Right 8: Right to Support
Exploitation	Right 3: Right to Dignity and Independence	Right 6: Right to be Fully Informed

Bingo Board 4

Right 5: Right to Effective Communication	Exploitation	Informed
Advocate	Right 6: Right to be Fully Informed	Health and Disability Commissioner
Research	Right 4: Right to Services of an Appropriate Standard	Right 1: Right to be Treated with Respect

Bingo Tokens. Cut out these tokens for learners to use to cover the words on the Bingo board.



DISCLAIMER:

Except where otherwise stated, scenarios depicted in this course are fictional and any resemblance to any person or event is purely coincidental. The information in this course has been prepared as general information only. It is not intended to provide legal, industrial or other specialist advice and should not be relied upon as such. All advice and information are professionally sourced and provided in good faith and, while all care has been taken, no legal liability or responsibility is accepted for any possible error. For direction concerning your particular circumstances, independent advice should be sought. Copyright 2019. The contents of these Learning Resources remain the property of Altura Learning. They are for the exclusive use of current members of Altura Learning; their use, distribution, and storage are subject to the terms and conditions laid out in Membership Agreements. Altura Learning and Engage, Inform, Inspire are registered trademarks of Altura Learning.