Demonstrate knowledge of a consumer’s rights in a health or disability setting
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23686 V2

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Before you start

Welcome to this workbook for:

**Demonstrate knowledge of a consumer’s rights in a health or disability setting.**

**Unit Standard 23686.**

For this unit standard you will have:
- This workbook.
- A trainee’s assessment.

**What you will learn about**

In this workbook you will learn more about:
- The purpose of the Code.
- Applying the Code.
- Enduring power of attorney.
- Advance directives.
- The complaints procedure.

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**How to use this workbook**

- This is your workbook to keep – make it your own by writing in it.
- Use highlighters to identify important ideas.
- Do the learning activities included throughout this workbook. Write your answers in the spaces provided.
- You might find it helpful to discuss your answers with colleagues or your supervisor.
- Finish this workbook before you start on the assessment.

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**Glossary and study hints**

Learning support for trainees in Foundation Skills and Core Competencies

The glossary and study hints book has study hints for all trainees.

It also explains key words and phrases from the compulsory unit standards for Foundation Skills and Core Competencies. You can download it from www.careerforce.org.nz
Workbook activities

Stop – check what you know about this topic
You will see this stop symbol in places where you are asked to stop and think about what you know and:

- Record your current knowledge or impressions.
- Check your knowledge.
This stop provides a reference point to return to later.
Stop activities have a blue background like this.

Learning activities
You will come across learning activities as you work through this workbook.
These activities help you understand and apply the information that you are learning about.
Learning activities have a pale yellow background like this.

Rewind
When you see this rewind symbol, go back to:

- Think about what you know.
- Check your knowledge.
This rewind gives you an opportunity to add to, change or confirm some of your initial thoughts and ideas.
Rewind activities have a green background like this.
Look for copies of the Code at your workplace, in a hospital, pharmacy or a doctor’s surgery. It might be a brochure like this.

A support worker and consumer talk through the Code of Rights.

The Code might be on a poster like this.
Before you go any further in this workbook, think about...

The Code of Rights

Think about your role as a support worker. You should already be familiar with the Code, which sets out the rights of people who use health or disability services in New Zealand.

The Code covers 10 rights. Test your memory and write down all the rights you can remember.

Even if you know all 10 rights and record them here, you will still benefit from completing this workbook.

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What is the Code?

What does the Code look like?
You may have seen a copy of the Code at your workplace, in a consumer’s home, or in a hospital, pharmacy or doctor’s surgery. It might have been on a poster or in a brochure.
What is the Code?

The Health and Disability Commissioner Act was passed by the New Zealand Government in 1994.

This Act created the Office of the Commissioner.

One of the Commissioner’s first tasks was to find out what people expected from service providers in terms of quality of care and then define these expectations by means of legally enforceable rights.

A regulation established the Code of Health and Disability Services Consumers’ Rights (1996). It is often simply called “the Code of Rights” or “the Code”. The Code has been updated several times.

For more information about the Code of Rights, you can contact the Commission by using the above phone numbers or website address.
What is the Code?

The purpose of the Code
The Code was created to promote and protect the rights of health and disability service consumers, and to promote fair, simple, speedy and efficient resolution to any complaints that those rights were not being met.

The Code outlines the rights of people using a health or disability service in New Zealand. The Code calls these people consumers.

The Code also sets out the duties of people and organisations providing health and disability services to meet those rights. These people and organisations are called providers.

Providers can include:
- Hospitals
- Rest homes
- Doctors
- Nurses
- Counsellors
- Orderlies
- Family members
- Support workers

Support workers may also be called:
- Nurse aides
- Caregivers
- Health care assistants
- Home care providers

The Code is for consumers to protect their rights when using a health or disability service, and for organisations and support workers.
What is the Code?

What the Code covers
The Code covers both paid and unpaid work. It even applies to people who care for a family member. The Code covers services such as:

- Care of the elderly.
- Supporting a person with a brain injury.
- Hearing therapy.
- Supporting a person with a physical disability.
- Diversional therapy.
- Moving and handling people.

What the Code does
The Code does a number of things.

- The Code tells consumers how they can expect to be treated when they receive a health or disability service.
- The Code also tells providers the things they need to do when they provide a health or disability service.
- The Code sets out the procedure for a consumer to make a complaint and for a provider to respond to that complaint.

If the consumer is not happy with this process, the complaint can be referred to the Health and Disability Commissioner.

Sometimes, as a result of a complaint, the Commissioner may tell providers that they have to change the way they are doing something.
### Learning activity

If you don’t have a copy of the Code, ask your supervisor for one. Read it and highlight items of interest. Then answer the following questions.

<table>
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<th>Under the Code, what are three rights that consumers have?</th>
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Ten rights in the Code

Every consumer has the:

1. Right to be treated with respect.
2. Right to freedom from discrimination, coercion, harassment and exploitation.
3. Right to dignity and independence.
4. Right to services of an appropriate standard.
5. Right to effective communication.
6. Right to be fully informed.
7. Right to make an informed choice and give informed consent.
8. Right to support.
9. Right to respect in teaching and research.
10. Right to complain.
Ten rights in the Code

1 The right to be treated with respect

All consumers who you support have a right to be treated with respect. For example, it is respectful to call consumers by their preferred name. A consumer may say “Call me Mr Jones”, or “Call me Sam”. It is the consumer’s right to state his or her preference.

It is respectful to consider the consumer’s culture when providing care or support. For example, a consumer may want you to follow a particular practice to dispose of hair.

Rua has had an accident and now has a permanent injury which means that he needs support for many of his daily tasks.

Rua needs personal care support every morning. When his support worker, Jenny, visits him, she arrives at the agreed time and greets him by name saying, “Good morning Rua”.

Jenny knows that Rua likes to be called by his first name because she has read his service plan. This is one way Jenny shows respect for Rua’s preferences.

While Jenny is supporting Rua to shower, she offers him a towel to cover himself when he gets in and out of the shower. She settles him on the shower chair and leaves him to wash himself.

Jenny makes sure that the bathroom door is closed so that the rest of the family knows Rua is having a shower. This shows respect for Rua’s privacy.

Calling consumers by their preferred name is a way of showing respect.
Learning activity
Read the scenario on the opposite page. The highlighted words are the steps Jenny has taken to uphold Rua’s right to respect and privacy.

Answer the question using the highlighted text. The first step is done for you, in red.

Right 1: Respect and privacy examples
✔ You address consumers by their preferred name.
✔ You make sure that the bathroom door is closed during personal care activities.
Ten rights in the Code

2 The right to freedom from discrimination, coercion, harassment and exploitation

**Discrimination** is when a consumer is treated differently from another consumer. For example, if a consumer tells you that he is gay, it should not affect the way you provide care or support.

**Coercion** is when consumers are pressured into doing something they don’t want to do, or threatened that something bad will happen if they don’t do as you want. For example, making someone finish eating all the vegetables before a dessert is allowed.

**Exploitation** is when consumers are used or taken advantage of in a way that means someone else benefits. For example, a family member constantly asks for money.

**Harassment** is when a person keeps behaving badly towards consumers in a way they don’t like or find upsetting. For example, someone stands very close to a consumer and touches that person.

The “right” way: freedom from discrimination or coercion

**Bill Leary has had a mild stroke, and sometimes has difficulty expressing himself.**

Tracy regularly supports Mr Leary with personal cares and household management. Today, she notices that Mr Leary does not seem to be his usual self. He is very quiet. Tracy asks Mr Leary if he is feeling well, but he doesn’t respond.

Tracy remembers that Mr Leary usually goes to church every morning. She is not religious herself so she doesn’t understand why someone might go to church every day, but she never shares this thought with Mr Leary. Instead, she asks him how his visit to church was that morning. Mr Leary then becomes very upset. Mr Leary is not managing to explain clearly why he is upset, so Tracy encourages him to keep talking until she understands. His problem was that he had got behind with the ironing, so did not have an ironed shirt ready to wear to church that morning. Mr Leary then becomes very upset.

Mr Leary is not managing to explain clearly why he is upset, so Tracy encourages him to keep talking until she understands. His problem was that he had got behind with the ironing, so did not have an ironed shirt ready to wear to church that morning. Mr Leary then becomes very upset.

It is important to Mr Leary to be smartly dressed in general, and especially when he goes to church. Tracy privately thinks that his attitude to his clothing is too old fashioned. She wonders about suggesting to Mr Leary that he relaxes his ways so that he wouldn’t have the pressure of doing daily ironing.

Then Tracy remembers that she is there to support Mr Leary to live his life in the way that he wants. She is sympathetic to him about the missed ironing. She also suggests that from now on she could ask him every afternoon whether he has done his ironing for the following day.

Mr Leary feels relieved that he will now be supported in this important aspect of household management.
**Right 2: Fair treatment example**

You make sure that you treat all consumers fairly. You do not discriminate against them because of their age, disability, beliefs or sexuality.

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**Learning activity**

Read the scenario on the opposite page. Answer the question in the box.

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What steps did Tracy take to uphold Mr Leary’s right to freedom from discrimination and coercion?

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Ten rights in the Code

3 The right to dignity and independence

The services which you provide should always be done in ways which uphold the consumer’s dignity and promote independence.
For example, you should not take over and do something that consumers can do for themselves, even when they are slower doing it than you would like.

You need to make sure that any support you give is provided in a way which maintains the dignity of the consumer.
For example, you should not expose the consumer’s body unnecessarily during personal care.

The “right” way: dignity and independence

Judith lives in a residential care facility for the aged. She is looking forward to going out today. A friend is coming to take her to the local shopping centre for afternoon tea and to buy some new clothes for her to wear at her granddaughter’s wedding.

Although Judith is very forgetful about recent events, she has a good memory for things that happened when she was younger. She remembers how her granddaughter used to come and stay with her in the school holidays and how they used to spend their time baking and going to the park together.

Jenny, who works at Judith’s residential care facility, is supporting her today. They talk about what Judith would like to wear for her day out. Jenny helps Judith to choose clothes that will be easy to change out of when she is trying on new clothes.

While Jenny is supporting Judith with her shower, they discuss the happy times that Judith remembers of when her granddaughter stayed with her. Jenny makes sure that Judith is as independent as possible when she is showering and dressing, and only helps when Judith asks her.

It does take Jenny a little longer, but she knows that it is better for Judith to do things for herself. Jenny is showing respect for Judith’s dignity and independence.
## Learning activity
Read the scenario on the opposite page. Answer the question in the box.

### Right 3: Dignity and independence examples

- ✔ You encourage your consumers to be as independent as they are able to be.
- ✔ You also respect their worth and value as human beings.

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### What steps did Jenny take to uphold Judith’s right to dignity and independence?

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Ten rights in the Code

4 The right to services of an appropriate standard

Each consumer is entitled to receive reasonable care from support workers who are trained and skilled to give the required support safely. For example, if you need to use a hoist to transfer a consumer, you need to have been trained in its use.

Another example could be, if you are required to support a consumer to take medication.

You should have a basic understanding of how to do this safely by understanding the 5Rs:

1. Right person.
2. Right drug.
3. Right dose.
4. Right route.
5. Right time.

You should have had training and be able to demonstrate competency on every occasion where you support a consumer.

The “right” way: appropriate standards of care

Rua had a major injury about a year ago. He has lost some feeling below his waist. He now needs support to relieve the areas of pressure on his skin when he is in bed or in his wheelchair.

Angie is filling in for Jenny, who is Rua’s usual support worker. Angie has not read Rua’s service plan and does not know the importance of keeping Rua’s skin healthy.

Angie does not support Rua to re-position himself. She leaves wrinkles in his clothing and doesn’t ask Rua whether he is comfortable. Rua sits on the wrinkled clothing in his wheelchair all day. Next day, when Jenny is back, she notices that Rua has a reddened area of skin on his buttock.

Jenny knows that, under the Code, Rua is entitled to receive services of an appropriate standard. She decides to discuss this incident with her supervisor.

Rua has the right to feel comfortable, and it is the support worker’s role to ensure that he is.
Learning activity
Read the scenario on the opposite page. Answer the question in the box.

Right 4: Appropriate standards examples

✔ The support you provide should be of a reasonable standard and delivered with skill.

✔ The quality of the support you provide should meet the needs of the consumer and avoid causing any harm.

✔ Your support should meet legal, ethical and professional standards.

What steps did Angie not do to uphold Rua’s right to appropriate standards of care?

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Ten rights in the Code

5 The right to effective communication

Communication includes listening, body language, and giving and receiving information.

For example, when you give consumers the information they need, take into account the best way to communicate with them. For a consumer who is deaf and using a hearing aid, it may mean talking about a new procedure and also writing it down.

When you give consumers information, you may need to check that they understand what you are going to do next.

For example, you may need to check that a consumer understands you are coming back to help with showering in five minutes, so that the person can have time to finish afternoon tea.

The “right” way: effective communication

Today, Rana is supporting Avie. She has read the service plan and knows that Avie has recently been told she has diabetes.

Rana has been supporting Avie to learn how to do her blood glucose monitoring tests. Rana knows that the goal is for Avie to become independent by doing the test and recording the result herself.

Rana has to check that Avie has done her test on time and recorded the result in her book.

English is Avie’s second language, so Rana has to remember to speak clearly to her. Rana needs to check that Avie has understood her questions.

“Hello Avie, can you tell me what the result of your test was?” Rana asks.

Avie replies: “I have done it and written it in the book for you.”

“That’s great Avie”, says Rana. “Can you tell me what the result was?”

“Oh yes, it was 6.0”, says Avie.

“Avie has learnt to do her blood glucose levels herself.”

“That’s very good Avie, you must have stayed on your diet today.” They both laugh, because Avie has trouble sticking to her diet.
When you support consumers, the way you communicate with them should be easy for them to understand. Their views should be listened to, and the environment should encourage open, honest and effective discussion.

**Learning activity**
Read the scenario on the opposite page. Answer the question in the box.

**Right 5: Effective communication example**

What steps did Rana take to uphold Avie’s right to effective communication?

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Ten rights in the Code

6 The right to be fully informed

Every consumer has the right to information such as:
- An explanation of his or her condition or situation.
- Options available.
- Expected risks, side effects, benefits and costs of the options.
- An estimated timeframe for receiving the service.
- Results of tests or procedures.

If a choice or decision needs to be made, the consumer must receive enough information to be able to make an informed choice.

Consumers have the right to honest and accurate answers to questions relating to the services they are receiving.

They also have the right to have information in written form if they request it.

The “right” way: getting all the information

Judith is planning to visit her doctor today. The doctor wants to start Judith on some new medication which he hopes will help her memory.

The doctor has already explained to Judith what the advantages and disadvantages of the new medicine are, including the costs and side effects, so that she can decide if she wants to try the new medicine.

Judith has had time to think about it and discuss it with her family. Judith now has some more questions to ask the doctor before she makes her decision.

Judith is making an informed choice about her medication.

Judith’s doctor goes through information about the new medication.
Learning activity
Read the scenario on the opposite page. Answer the question in the box.

Right 6: To be fully informed
examples
✔ You can support your consumers to get all the information they need. This may mean helping them to ask questions which should be answered honestly.
✔ The questions might include information about their condition, treatment options, likely side effects, benefits and costs. Consumers may need the information to be written down for them.

What steps did the doctor take to uphold Judith’s right to be fully informed?

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The right to make an informed choice and give informed consent

Consumers have the right to make their own decisions. When the decision is about something that may have a significant impact on the life or health of the person, it is important that informed consent is obtained, if possible. For some things, and any procedure requiring a general anaesthetic, this informed consent needs to be recorded in writing.

For consent to be informed:
• The consumer has to have the mental capacity to make that decision.
• The provider must supply all relevant information.
• The consumer must understand the information.
• The decision must be made voluntarily, without coercion.

Consumers can protect themselves against other people making important decisions for them, for example if they become very confused or are seriously unwell.

Read about enduring power of attorney and advance directives on pages 36 to 43.

The “right” way: informed consent

Ethel asks for some more information about new medicine her doctor has prescribed.

She says she would like time to discuss it with her family.

Ethel would need to give informed consent if she agrees to use the new medicine.

The doctor leaves some written information about the medicine with Ethel so that she can look at it and discuss it with her family.

The doctor tells Ethel that he will see her again next week to talk about it some more and answer any questions Ethel may have before she makes her decision.

The doctor helped to ensure that Ethel had all of the necessary information about her new medicine, to discuss with her family and to help her make an informed decision.
Demonstrate knowledge of a consumer's rights in a health or disability setting

Right 7: Informed consent examples

✔ When consumers have enough information and have had time to think about it, they can make an informed decision. Consumers may need help to make the best personal decision.

✔ Consumers are presumed to be competent to make decisions and choices about things which affect them.

Learning activity
Read the scenario on the opposite page. Answer the question in the box.

What steps did the doctor take to uphold Ethel's right to informed choice and consent?

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Ten rights in the Code

8 The right to support

Consumers have the right to have a person of their choice present, so long as this does not adversely affect anyone else’s rights. For example, a consumer may choose to have a family member or friend present when receiving information from a health professional.

A consumer may want time to discuss a decision with someone he or she trusts.

The “right” way: support from the appropriate sources

Jason is due to have a meeting to discuss his service plan and goals for the coming year.

This is an important meeting and it is vital that Jason is able to have his say. Tim, Jason’s main support person, recognises that this might be a time when Jason would want to have other people there with him as a support, so he checks with him about who to invite. Jason indicates that he would like both his mum and Tim to be there.

In the lead-up to the meeting, Tim makes sure Jason has had time to think about his goals and to share the information with his mum in advance of the meeting so that she can advocate for him if necessary.

Tim phones the meeting facilitator to make sure that Jason’s mum is invited.

Jason writes out his list of goals that he would like changed on his service plan, ready for his next meeting.
Demonstrate knowledge of a consumer's rights in a health or disability setting

Right 8: Support examples

✔ Your consumer may need a support person, especially when making choices and decisions.

✔ You need to make sure that you advise your supervisor if you become aware of this situation.

Learning activity

Read the scenario on the opposite page. Answer the question in the box.

What steps did Tim take to uphold Jason’s right to support from the appropriate sources?

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Ten rights in the Code

9 The right to respect in teaching and research

Consumers have all the same rights under the Code when they are participating in teaching or research. For example, you should ask consumers whether they are happy for you to train a new support worker when receiving personal care.

Consumers also have the right to refuse to participate in any medical research. For example, consumers would be asked to sign a consent form if they are taking part in a drug trial.

The “right” way: teaching participation

Rosa is going to teach Angela how to support Alison by caring for her feed tube site.

Rosa is aware of her responsibilities under the Code to make sure that Alison is fully informed before she participates in any support worker teaching.

Before showing Angela what to do, Rosa talks to Alison and asks her whether she agrees to let Rosa teach Angela so that she can learn the correct procedure.

Alison agrees that Angela can be taught how to care for the feed tube site. Rosa introduces Angela to Alison before the work begins.

At the end of the procedure Rosa thanks Alison for allowing Angela to learn on her feed tube site. Alison says she is glad that Rosa is such a good teacher.

The Code cautions Rosa to ensure that Alison is fully informed before being expected to participate in any support worker teaching.
Learning activity
Read the scenario on the opposite page. Answer the question in the box.

Right 9: Teaching and research examples

✔️ You can encourage consumers to ask questions while they are participating in teaching and research.

✔️ You can make sure that consumers are aware that they do not have to agree to participate in teaching and research.

What steps did Rosa take to uphold Alison’s right to respect in teaching and research?

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Jason is a young man who lives in a
residential service with three other young
adults, and who uses sign, gestures and
pictures to communicate. He does not
communicate verbally.

Last week the support worker who was
rostered on was ill, and so a reliever was
working instead. When Jason came home
from work he tried to let the reliever know
that he was supposed to be going to dinner
at a friend’s place, and that he needed a ride
there and back. This outing had been arranged
with the regular support worker. However, the
reliever didn’t have any knowledge of sign
language and couldn’t make sense of what
Jason was trying to tell him. Jason got upset
and punched a hole in the wall. The reliever
rang the on-call supervisor to come and help
him down.

When Tim (Jason’s regular support worker)
came back to work the next day Jason tried
to explain what had happened and that he
was still angry about it. He kept signing, “Tell
Mary”, (the supervisor).

Even though Tim didn’t want to make trouble,
he recognised that it is important for people to
be able to make a complaint and they might
need support to do so. He wasn’t sure if Jason
knew about the complaints process, so he
explained it to Jason and asked if this was what
he would like to do. Jason made it clear that he
did want to make a complaint.

Tim phoned Mary and said that Jason would
like to complain. Mary agreed that Jason had
the right to do this and didn’t try to talk him
out of it either. She spoke to Jason on the
phone (via Tim) to say she would meet with
him the next day to find out the details of
his complaint and to fill in a form with him to
make it official. This happened the next day,
with Tim interpreting for Jason and making
sure that all the details were recorded in a way
that Jason was happy with. A copy of the form
was given to Jason, and Tim read it to him to
confirm the details. Tim explained what would
happen next: that Mary would investigate and
then get back to him to say what the outcome
would be.
Learning activity

Read the scenario on the opposite page. Answer the question in the box.

Right 10: To complain examples

✔ You can help consumers to make a complaint and must take seriously any concern they have.

✔ You should be aware of your organisation’s policies and procedures on how to make a complaint.

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<th>What steps did Tim take to uphold Jason’s right to complain?</th>
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Ten rights in the Code

**Learning activity**

Use the words and phrases from the list below to fill in the blanks in the sentences opposite to explain the Code of Rights.

- family members
- been infringed
- duties
- ten
- those rights
- consumers
- health or disability
- the Code of Rights
- complain

Write your answers in the blank spaces. There is one word for each blank space.

The first example has been done for you, in red.

Consumers of a health or disability service are protected by the **Code of Rights**.

There are _____ rights and the Code places _______ on all organisations to meet _______ ________.

The Code of Rights tells ___________ how they can expect to be treated when using a _________ _____ ____________ service.

All health and disability services are covered including private and public services, paid and unpaid services and even people who care for their _________ _________.

The Code explains how consumers can _________ if they think their rights have _______ _________.

Before you go any further in this workbook, rewind to page 7 and look at your list of...

The Code of Rights

The Code of Rights underpins every interaction you have with consumers. Think about the first consumer you supported on the first day of your working week.

What rights did you follow that helped make this interaction successful?

What rights do you think you may have infringed?
Enduring power of attorney

A power of attorney is where a consumer gives authority to someone else (the “attorney”) to act for that person.

An enduring power of attorney (EPA) is designed for long-term protection and will continue if the consumer becomes mentally incapable.

There are two types of EPA:
- For property
- For personal care and welfare

An EPA for personal care and welfare only comes into effect when the consumer becomes mentally incapable.

A trustee company can be a consumer’s property attorney and manage property and financial decisions.

A personal care and welfare attorney has to be a private individual and is usually a close friend or family member. The kind of decisions made might be about medical treatment or admission to residential care.

Age Concern has information and handouts on enduring power of attorney

www.ageconcern.org.nz
Enduring power of attorney

Attorneys have responsibilities to act in the consumer’s best interests at all times.

Attorneys should involve the consumer in the decision making as far as possible, and not abuse the trust that has been placed in them.

Decisions about personal care and welfare can include:

• Where someone will live.
• The diet a consumer will be given.
• Types of clothing someone will wear.
• Consent (or refusal) for medical treatment or procedures.

It is important for a support worker to know if a consumer has an enduring power of attorney in place and, if so, who needs to be contacted when a decision needs to be made such as a change in medication or consent for an operation.

There are some significant decisions that cannot be made by a personal care and welfare attorney, for example, refusing to consent to life-saving medical treatment.

A consumer may record future choices about such medical care to cover a situation when he or she is unable to communicate by recording them in an advance directive (advance directives are explained on pages 40 and 41).
Enduring power of attorney

Edna Collins is 78 years old and has been living at home with help from support workers who visit her every day. She had a stroke a few years ago and has a weak arm and leg, but wants to stay in her own home for as long as possible.

Edna’s only living relative is her nephew, John, who lives with his wife and children in the same city. For many years now, ever since her husband died, Edna has relied on John for advice and support when it came to things to do with her house and finances.

When Edna began to show signs of memory loss and confusion, her GP talked to her about giving John an enduring power of attorney so that he could continue to look after her if there came a time when she wasn’t capable of making decisions for herself.

Edna’s enduring power of attorney was filed with her lawyer, and a copy given to her GP and to John.

Over the last few months Edna has become increasingly confused. She left the stove on one day and the neighbours called the fire service when they saw smoke coming from her kitchen window. She had a fall in the night and became very frightened when she couldn’t remember the way back to her bedroom. Luckily, Edna had not been injured in the fall but used her personal alarm to call for the ambulance and the ambulance officers contacted John.

John decided that, in the interests of Edna’s wellbeing, he needed to use his enduring power of attorney to move his aunt into residential care. It was a hard decision because Edna didn’t understand what was happening and she was upset at having to leave her own home. She soon settled in at the rest home, however, and John and his family visit as often as they can.

Edna’s service plan has a copy of her enduring power of attorney.
Learning activity
Read through the scenario on page 38 and then answer the question.

Where are copies of Edna’s enduring power of attorney kept?

1

2

3

4
Advance directives

Advance directives are also known as living wills.

Advance directives are written or oral directives that allow consumers to record decisions about the medical care they would like to receive at the end of their lives if they are no longer competent to make choices, for example, if they are unconscious.

The advance directive is a form of communication that makes the wishes of the consumer clear, which can be helpful to family, friends and healthcare professionals.

The New Zealand Medical Association has further information at www.nzma.org.nz
Advance directives

In a healthcare setting, it is important to know if a consumer has made an advance directive and where it can be accessed.

A consumer may carry a card to alert healthcare providers that an advance directive exists.

Medical procedures or treatment to sustain life can be accepted or refused.

The type of things that might be in an advance directive include:

- Whether someone wants CPR (cardio-pulmonary resuscitation) to be performed if his or her heart stops beating.
- Whether the consumer wishes to be kept alive on a ventilator if unable to breathe without assistance.
- Whether being kept alive by tube feeding is acceptable.
- What kind of drug therapy is acceptable. For example, someone might choose to have pain relief but not antibiotics to fight an infection.
- What the consumer prefers to happen with possible organ or tissue donation.

Take note!

The card may not be fully effective unless you have an advance directive lodged with your doctor or in a hospital file.
Advance directives

Albert Harris is 87 years old and has lived in a residential care facility since his discharge from hospital after having a stroke. He also has a long history of heart disease, having had several heart attacks and two operations. His health is steadily declining and he is now very limited in what he can do. He gets frequent episodes of chest pain and sometimes has a lot of difficulty breathing.

Albert talks to his doctor and his family about making an advance directive. If his heart should stop or if he stops breathing, he doesn’t want to be resuscitated.

The doctor makes sure that Albert understands the decision he is making:
- He is declining the use of a defibrillator.
- He is declining artificial respiration.
- He is declining drug therapy.
- He will die without these supports.

Albert is quite sure that this is what he wants. His family is upset but accepts that this is Albert’s choice. He fills in an advance directive form with the support of his solicitor, who believes that Albert is competent to make such an important decision. Albert then gives a copy to his family and one to the care facility staff who include it in his file and in his service plan.

A short time after this, Albert suffers a severe episode of chest pain late at night. An ambulance is called, but by the time they arrive, Albert’s heart has stopped and he is not breathing. The ambulance officers have all the equipment they need to start a resuscitation attempt but the staff members present are able to show them the advance directive in the service plan which shows that Albert doesn’t want this to happen.

While sad to have lost Albert, the family takes comfort in knowing that this was what he had wanted.
**Learning activity**
Read through the scenario on page 42 and then answer the question.

What are the decisions that Albert has made in his advance directive about medical care?

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The Code in action

Rosa is rostered to support Doris this week.

Rosa regularly works on both morning and afternoon shifts in a rest home supporting a number of consumers.

Today, Rosa is supporting Doris. Doris has had a stroke and has difficulty walking and dressing herself. Since her stroke, her speech has become very difficult to understand.

Rosa enjoys supporting Doris, as she knows that Doris tries so hard to do things for herself, even though it is quite difficult for her and she tires easily. Rosa recognises that it is important for Doris to do as much for herself as possible, within her abilities, and that her support worker role is to assist Doris, rather than to “take over.”

Today, Doris needs a shower. The shower is down her hallway. Doris cannot walk as far as the bathroom, but Rosa knows that Doris does need to walk some of the way to help keep her mobile. Rosa discusses with Doris if she would like her support to walk halfway down the hallway and then use the shower chair to cover the rest of the distance. Doris agrees that this will prevent her getting too tired and that if she can, she would like to try walking halfway back to her room as well.

Once in the bathroom, Rosa makes sure the door is closed. She has already put the heater on and made sure the window is closed to prevent drafts. She also makes sure that the curtain is across so that Doris has her privacy.

Rosa makes sure that Doris is comfortably settled on the shower chair and helps her to remove her clothes, using extra towels to discreetly cover her. Rosa checks the water temperature by testing it herself and asking Doris if it is a comfortable temperature for her. She then leaves Doris to wash herself as much as possible in the shower, and checks whether she would like her hair washed today. Doris says yes, so Rosa selects her preferred shampoo from the shower rack.
The Code in action

Rosa offers an extra facecloth to keep soap out of Doris’s eyes. Once Doris has finished showering herself as much as she is able, Rosa helps Doris to stand at the rail so that she can help wash her back and groin, as Doris cannot balance safely and wash herself as well.

Rosa is extra careful, because she knows that Doris has very poor balance and may slip in the shower. She then makes sure that Doris has sat safely down on the shower chair before turning off the water and assisting her to dry herself. Rosa has taken a little extra time with Doris to make sure that all her skin folds are dry, as Doris is prone to rashes.

Earlier, Doris decided what she wanted to wear. She is going out with her activities group later in the day, and has asked Rosa for an extra layer of clothes, as she feels the cold following her stroke.

Rosa helps her with her underwear, always making sure that Doris puts her “bad arm” in first. Rosa knows that stroke-damaged limbs are easily bruised and can be quite painful, so she is very gentle when she handles Doris’s bad arm.

Given time, Doris can do up some of her buttons, so Rosa leaves her to complete this task while she tidies the bathroom and puts the soiled linen into the laundry basket nearby.

She then helps Doris to put on her make-up and do her hair. Doris can put on her lipstick, although it is not always quite as straight as she would like. Doris checks herself in the mirror and decides “I look all right”. She has some energy left and decides to walk halfway back to her room with Rosa’s help.
Learning activity
Read through the scenario on pages 44–45 then answer the questions.
You may need to refer back to the ten rights on page 13.

What are the three rights that Rosa upheld while she was supporting Doris with showering?

1

2

3
2 Why is it important to make sure that you uphold consumers’ rights when supporting them?

3 What things do you know that you do well when you are supporting consumers?

4 What things do you think you could do better to uphold consumers’ rights when you are supporting them?
The Code in action

Angela is a support worker who works with Doris on Rosa’s days off. Angela is new and has not worked with Doris before.

Angela rushes into Doris’s room and says, “Hi Doris, I’m running really late this morning. I spent too long with the last old fellow so we’re going to have to skip the walk today, otherwise I won’t be able to get you to morning tea on time. I’ve got all your clothes here.”

Doris says, “I... I want to... wea... wear...”

Then Angela says, “Can’t you move any faster?”

Doris tries to speak again but is still having difficulty making herself understood.

“Oh do hurry up... Here, get on this chair and I’ll give you a quick shower”, says Angela.

“I... need help”, says Doris.

“Get a move on, why don’t you,” says Angela. “Here, stand up. You can, you know!”

Later in the bathroom, another resident of the home opens the door. Doris is undressing and is visible from the doorway.
The Code in action

Angela says, “Here, shower yourself while I make the bed.”

She hands the hand-held shower to Doris. Doris replies, “I... I... can’t...”

“Oh for goodness sake, don’t make such a fuss. Just get on with it”, Angela says.

She leaves Doris sitting on the shower chair. Doris cannot reach the facecloth or soap, and sits with the water running on her weak side. She has lost feeling on this side of her body after the stroke, and doesn’t recognise that the water is too hot.

It is several minutes before Angela comes back. “Ok, finished I see”, says Angela. “You haven’t dried yourself.”

She gets Doris’s clothes and starts pulling them on, dragging them over Doris’s weak limb. Doris groans as her arm is twisted.

Angela does up the buttons, stands Doris to pull up her underwear and quickly puts Doris back on to the wet shower chair. Doris now sits on this wetness in her clean clothes, leaving a damp patch on her skirt. Doris notices this, but says nothing.

Angela pushes Doris back to her room, telling her to hurry up and sit in her chair in the corner of the room. Angela grabs Doris by her weak arm and hauls her off the shower chair. Doris stumbles, and groans a bit as her shoulder is wrenched.

The chair is awkwardly placed, but Doris uses the coffee table to hold on to, to edge her way around to sit in the armchair. Angela has already left the room to get morning tea ready.

Doris’s sponge bag is still in the bathroom.
Learning activity

Read through the scenario on pages 48 – 49 then answer the following question.
You may need to refer to the ten rights on page 13.

What are the three rights that Angela infringed while supporting Doris to shower?

1

2

3
Making a complaint

The Code of Rights gives consumers the right to make complaints.

An informal complaint can be made by anyone, and it can be anonymous.

A formal complaint can be made by a consumer or a relative or representative of a consumer, and it requires a signature.

Once a consumer has made a complaint, your organisation must investigate the complaint.

Under the Code of Rights, consumers have a right to make a complaint if they think their rights have been infringed.

You must take complaints seriously. It is not up to you to decide whether the complaint is fair or reasonable. Consumers may talk to you about their complaint but they may also decide to make a complaint directly to your organisation or to the Health and Disability Commissioner.

A consumer may complain verbally, over the phone or in person to you and/or your organisation. The complaint may also be in written form.

A consumer is able to have a support person help with the complaint process.

Under the Code of Rights, your organisation must write to the consumer within five days of receiving a complaint.

Your organisation will have policies and procedures about how you should report a complaint made by a consumer. You must follow those procedures. Ask your supervisor to show you a copy and go through it with you.

The complaints procedure, and any forms needed, are given to consumers when they first meet with your organisation.

When your supervisor goes through the complaints procedure, he or she will show you the complaints form that is available to your organisation’s consumers.

Forms should always be available.

When you uphold consumers’ rights you are making sure that consumers are treated in a way that they have the right to be treated.
Learning activity
Complaints can be informal or formal. Describe informal and formal complaints in the spaces provided.

An informal complaint is:

A formal complaint is:

Complaints Form

- Informal Complaint
- Formal Complaint

Date: __________________________ Time: __________________________
Name of consumer: __________________________
Contact details: __________________________
Name of person making complaint: (if other than consumer)
Relationship to consumer: __________________________
Addressed to: __________________________
Service representative receiving complaint
Details of complaint: __________________________

Response:

________________________
________________________
________________________
________________________
________________________

Signature of consumer:
(or person complaining)
Making a complaint

The date and time of the incident that led to the complaint.

The name of any other person who was involved and wishes to complain, and that person’s relationship to the consumer.

Take note!

An example of a complaint form. Compare this with the complaints form your organisation uses.

Complaints Form

Informal Complaint ☐ Formal Complaint ☐

Date:          Time:

Name of consumer: ____________________________

Contact details: ____________________________

Name of person making complaint: (if other than consumer) ____________________________

Relationship to consumer: ____________________________

Addressed to: ____________________________

Details of complaint: ____________________________

Response: ____________________________

Signature of consumer: (or person complaining) ____________________________
## Making a complaint

<table>
<thead>
<tr>
<th>Advocate called (if appropriate):</th>
<th>Details of the follow-up to the complaint that was carried out by the supervisor/team leader.</th>
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<td>Follow up conducted by team leader.</td>
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<tr>
<td>What is the outcome the consumer requires?</td>
<td>The outcome of the complaint.</td>
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<td>What was the outcome?</td>
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The name of the advocate – a person who may be called in to assist the complainant.

The outcome the consumer would like.
Making a complaint

Under the Code of Rights, a letter must be written within five days of a formal complaint being received.

The name and professional title (e.g., supervisor or team leader) of the person who investigated the complaint.

Follow-up on the outcome of the complaint, ensuring that the consumer was informed.

Note on the consumer's reaction at the end of the complaint resolution process.

Consumer advised of what he or she can do if unhappy with the decision.

The date a resolution was reached.
Making a complaint

1. You are acting as a relief support worker. The consumer tells you the usual support worker has not been turning up every day. You realise the consumer is making a complaint.

2. You inform your supervisor of the complaint. You also encourage the consumer to ring your organisation to make a complaint.

3. Your supervisor will make sure a complaints form is completed.

4. When your supervisor receives the form the supervisor will reply to the consumer within five days to explain what is going to happen, and to offer advice about advocacy services.

5. Your supervisor will now investigate the complaint. This investigation may include asking you or other people questions about the consumer’s complaint.

6. Your supervisor will write to the consumer to confirm what was agreed. The supervisor must do this within 20 days of receiving the complaint.

   Your supervisor may not tell you what has been decided. Your supervisor will tell the consumer what he or she can do if unhappy with the decision, which may include taking the matter to your supervisor’s manager or to the Health and Disability Commission.
Making a complaint

Once a consumer has made a complaint, your organisation must investigate the complaint. To investigate, someone must talk to the consumer, to you and any other people involved, and decide what to do about the complaint.

Complaints about you

If a consumer makes a complaint about you, that person will probably complain directly to your supervisor or manager.

Your supervisor will tell you that a complaint has been made about you. Your supervisor will explain the procedure to you and ask for your comments on the complaint.

You can have a support person with you when your supervisor is interviewing you about the complaint.

10 Rights checklist

1. The right to be treated with respect.
2. The right to freedom from discrimination, coercion, harassment and exploitation.
3. The right to dignity and independence.
4. The right to services of an appropriate standard.
5. The right to effective communication.
6. The right to be fully informed.
7. The right to make an informed choice and give informed consent.
8. The right to support.
9. The right to respect in teaching and research.
10. The right to complain.

A consumer contacts a supervisor to discuss his concerns.
Completion and assessment

Congratulations!

You have come to the end of the workbook for Unit Standard 23686 V2: Demonstrate knowledge of a consumer’s rights in a health or disability setting.

Please check over all the activities in this workbook to make sure you have completed them.

Your assessment is next

You need to complete the trainee’s assessment successfully to be credited with this unit standard.

Your assessor will sign you off once you have completed the assessment tasks satisfactorily.

Your assessor is able to give you a “Certificate of completion” for achieving this unit standard.
Acknowledgements

Careerforce would like to thank the people who have contributed their time and effort into creating this workbook by:

- Research and content validation.
- Advice and expertise.
- Testing the activities.
- Sharing personal experiences.
- Appearing in photographs.

Disclaimer: The images contained in these workbooks are visual illustrations only and are not representative of actual events or personal circumstances.