

QIDP TRAINING FACILITATOR GUIDE

MODULE 6

Advocacy, Rights and Resources

This Guide is provided to assist with facilitation of discussion points, exercises, answers to quizzes, etc. Answers given in this guide are only meant to be used as examples and are not all inclusive of possible responses. Agencies are encouraged to supplement the information provided in each module with agency specific information to meet the needs of the agency. Also, the facilitator should be prepared to modify any materials needed to meet the agency needs.

Background reading materials are listed at the end of the module.

Icons

In this curriculum, the following icons are used:



means be prepared to discuss agency specific information.



means be prepared to facilitate discussion.

Preparing for QIDP Training:

- Read over the entire module;
- Gather additional agency-specific information and reference materials;
- Determine which videos and reference materials to incorporate into which module and when the best time is to introduce each;
- Make sure all information is current and up-to-date;
- Anticipate questions and prepare appropriate responses;
- Develop relevant examples to reinforce the points in the modules;
- Duplicate materials for each trainee

Sign-In Sheets

Sign-in sheets should be maintained and available for review by department staff; and should include the following components: module/class name, class date, class times, instructor signature and trainee signature.

Trainee Notebook Page 9

Facilitator Instructions: Facilitate a discussion regarding the topic below. You may wish to break trainees up into small groups or discuss as large group.



How might the following situations lead to unintended rights restrictions?

- 4 roommates-1 telephone
- 2 ladies live together and 1 has very restrictive diet due to serious health concerns
- Hoarding
- A person was found guilty of theft from Walmart
- 2 roommates-1 has a history of trying to harm herself

Consider each of the above situations discussing concepts of Rights vs. Safety and treatment or program needs. Mention that there are times that the rights of many will be restricted due to the needs of one individual. Discuss formal restrictive programs and the need for 'restriction of rights' documentation in all individuals' records that are affected by the restriction.



Discuss your Agency's specific rights statement. You may wish to have copies of this statement available for trainees to clarify agency policy and procedure.

Trainee Notebook Page 10

Facilitator Instructions: Facilitate a discussion regarding the topic below.



Learned helplessness can occur when decisions are made for people all the time. How can you be sure to avoid learned helplessness while still protecting people from harm?

Sometimes the people that mean the best for individuals supported are actually the obstacles that hinder true independence. Our well-meaning attempts to support individuals can actually promote this learned helplessness and hamper the ability to learn the skills necessary to self-advocate and become independent and self-sufficient. Learned helplessness may also lead to increased risk. Everyone needs to be able to say “no” and assert their rights.

Discuss the 3 types of power: Power Over, Power With, Power Within. QIDPs should strive to share “power with” persons they are supporting rather than engage in “power over” relationships.

Discuss the “Dignity of Risk” and how we all learned significant things in our lives by taking risk. Discuss how failure at a certain task actually opens an avenue for training and education for the individual. Mitigate risk by being aware of significant issues in the person’s risk assessment.



With rights comes responsibility. Discuss citizen responsibilities associated with the situations below.

Having a cell phone

Driving a car

Voting

Dating

Having a debit card

Discuss the fact that with rights come responsibilities, which is true for all of us. Discuss each topics above and list responsibilities that come with each of these “rights”. Allow the class to work in small groups then discuss as large group.

For example, in order to drive a car we need to be responsible for:

- Knowing the rules of the road
- Obtaining and keeping current a driver’s license
- Obtaining and keeping current insurance

Trainee Notebook Page 12

Facilitator Instructions: Facilitate a discussion regarding the topic below.



What might you do in preparation for recommending the need for a guardian?

It's important to remember that having a guardian may ultimately restrict independent decision making by the individual, therefore a guardian should only be appointed if necessary and for only those areas where it is needed. The need for guardianship should be discussed with the individual. Be sure to answer any questions or concerns that the individual may have about the meaning of guardianship and the legal process for guardianship. Research the alternatives to guardianship which may be appropriate for the person such as: powers of attorney for health care or financial decisions, trusts, representative payeeships living wills or using guardianship for specific issues only.

Review and discuss the specific information on pages 10-12 in this Module.

Trainee Notebook Page 13

Facilitator Instructions: Facilitate a discussion regarding the topic below.



Are there legitimate reasons to restrict a person's access to possessions?

Guide discussion as to why personal possessions may need to be restricted due to safety/health reasons. Review what needs to be in place for any type of restrictive program (See Module 3 *Behavioral Supports* for this information). Discuss the function of *your* agency Human Right Committee (HRC) regarding restrictive programming

Discuss each of the specifics of potential areas of restriction as discussed on pages 13 and 14:

- **Potential Limitations on Movement**
- **Medication**
- **Medical Procedures that May Require Review**
- **Individual disagrees with physician recommendation**

Use as many examples as appropriate and be sure to discuss agency policy and procedure for the above as it related to rights issues.

Prevention of Abuse and Neglect

Trainee Notebook Page 15-16

Facilitator Instructions

Discuss each point as it relates to prevention of abuse, neglect and financial exploitation. Use the “Takeaways” presented for each area as discussion points. Relate these to your agency practices as appropriate.