

Human Rights Training: The value and impact for residents

19 September 2024

Aim of this presentation

The aim of today's presentation is to give an overview of the impact of Human Rights training on the quality of life of residents living in the designated centres we have been describing in our inspection reports.



Objectives

1. Provide an overview of what influenced this initiative.
2. Provide an understanding as to why inspectors are asking front line staff if they have training in human rights.
3. Provide a brief overview on the initiative to date.
4. Present the findings on the initiative 2023/2024.
5. Highlight some examples from published reports where staff are using the language of human rights to inform inspectors how they support the individual choices, autonomy, dignity, respect and rights of the people they support.



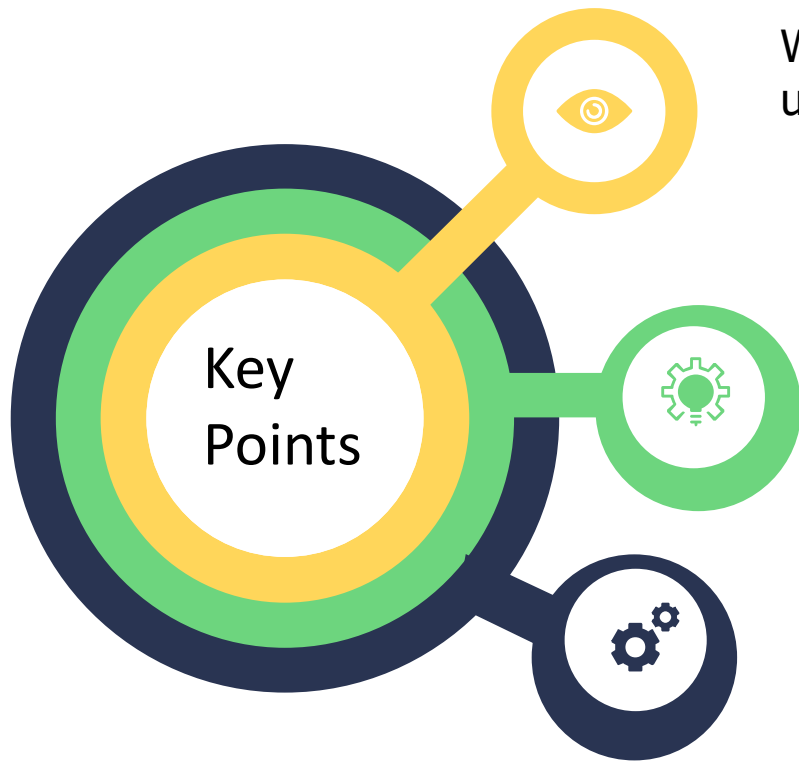
Acknowledgements

Service Initiatives

- It is important to acknowledge that in many instances, the positive examples highlighted in this presentation (where staff are using the language of human rights to inform inspectors how they support the individual choices, autonomy, dignity, respect and rights of the people they support) were already happening for residents/taking place in services.

Residents' Outcomes

- HIQA is using the inspection process and published reports as a platform to inform a wider audience of some of the excellent work and initiatives where services are supporting/promoting the rights of the people they support.



We are not human rights experts but we are collectively using the language of human rights.

Providing human rights training to staff is not a regulatory requirement.

Evolving legal landscape of capacity/human rights legislation.

“Ripple Effect”

Language of Human Rights

- Human rights connect us to each other through a shared set of rights and responsibilities.
- A person's ability to enjoy their human rights depends on other people respecting those rights.
- This means that human rights involve responsibility and duties towards other people and the community.
- Human rights include **civil, economic, social and cultural rights**, which relate to a person's rights to prosper and grow and to take part in social and cultural activities. This includes rights such as the right to health, the right to education and the right to work.



Setting the Scene

- The human rights model did not spontaneously appear, but rather, evolved within a continuum of **rights-based approach thinking** (Jackson 2018).
- The human rights approach to disability is now **firmly entrenched in international human rights law through the UNCRPD (CRPD; 2006)** (O'Mahony 2012, p.883).
- Although some researchers treat the social model and the human rights model as virtually synonymous, the human rights model provides recommendations for achieving better life outcomes for *PWDs (makes us question/think outside the box).

*Persons with Disabilities (PWD) designation



Setting the Scene cont:

- As part of the standing agenda at staff/resident meetings, rights/advocacy are discussed.
- As part of the staff supervision/support process, rights are discussed.
- In some services training in human rights and/or advocacy/and or assisted decision making and consent is provided to staff.
- Issues to do with consent are further explored in some services (healthcare plans/management of finances/restrictions).
- All promote a ***person centred/rights-based*** culture within services by recognising the importance of residents' rights to freedom in making their own choices about their lives and recognising and protecting the dignity of all human beings.

What influenced this initiative? Why Regulation 16: Training and Staff Development

“Person centred support is most effective where

staff have a knowledge of human rights,

and in order to be effective,

laws and treaties have to reach the places where people live”.

(Quinn 2022, Brantlinger 1983, Tarulli and Stoner et al. 2004).

Have you completed training in human rights-based care?



What has been the impact of this training?



If staff find it difficult to talk about the impact, try asking for a concrete example using the indicators below.

- Give me an example of how...
- How are you assured that...?

1 
Fairness

Person is centre of decision making process

Person's views are considered and valued when making decisions

If decision impacts human rights, must be legally justified, proportionate and only after all other alternatives considered

2 
Respect

Objective consideration for rights, values, beliefs and property

Person must be listened to

3 
Equality

No-one is discriminated against because of status or characteristics

Must not be treated in a different way to someone in a similar situation

Service strives to achieve best possible outcome for the resident

4 
Dignity

Treating people with compassion

Values person as a human being

Supports their self-respect

Person will feel safe

Outcomes will be improved

5 
Autonomy

Person has the ability to direct how they live

Can make informed decisions about their care

Initiative overview to date:



Convened a pilot group in October 2022, consisting of 8 inspectors

We asked them to ask staff had they training in Human Rights and if they had, report any positive findings under Regulation 16: Staff Training and Development in their reports

Where staff had this training – Inspectors asked them for explicit examples as to how it had positively impacted on the everyday lives of the residents (promoted the rights of the residents)

The initiative commenced in May 2023

Role of the Inspector

Ask on all monitoring inspections whether staff have completed training in human rights



If staff have completed training in human rights, ask staff if they can speak about any examples of how the training positively affected the lives of residents



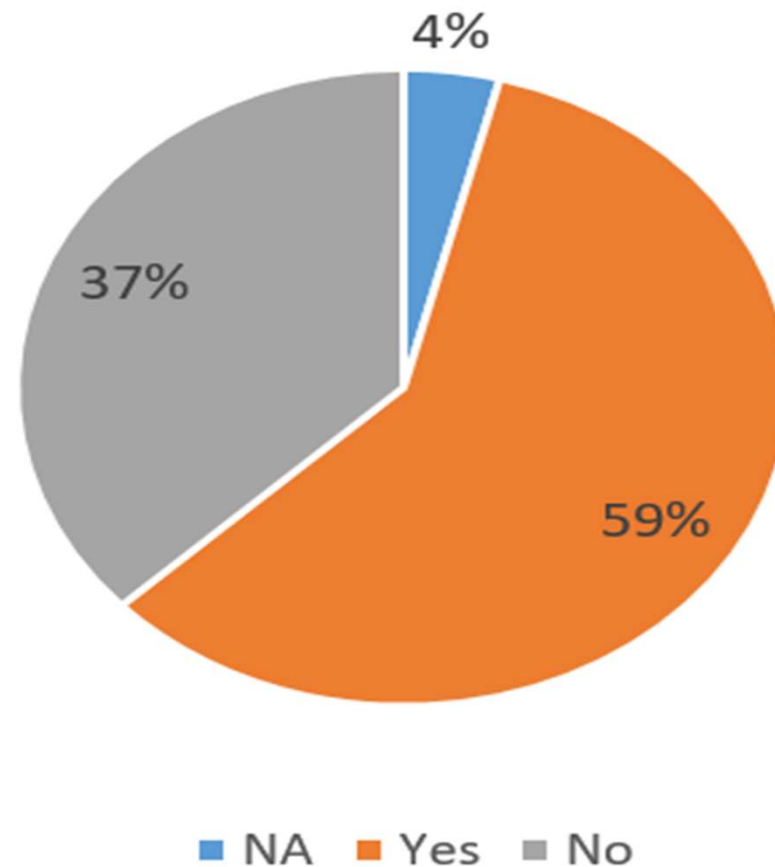
Include these good examples in section 1 of the inspection report (What residents told us and what the inspector observed)



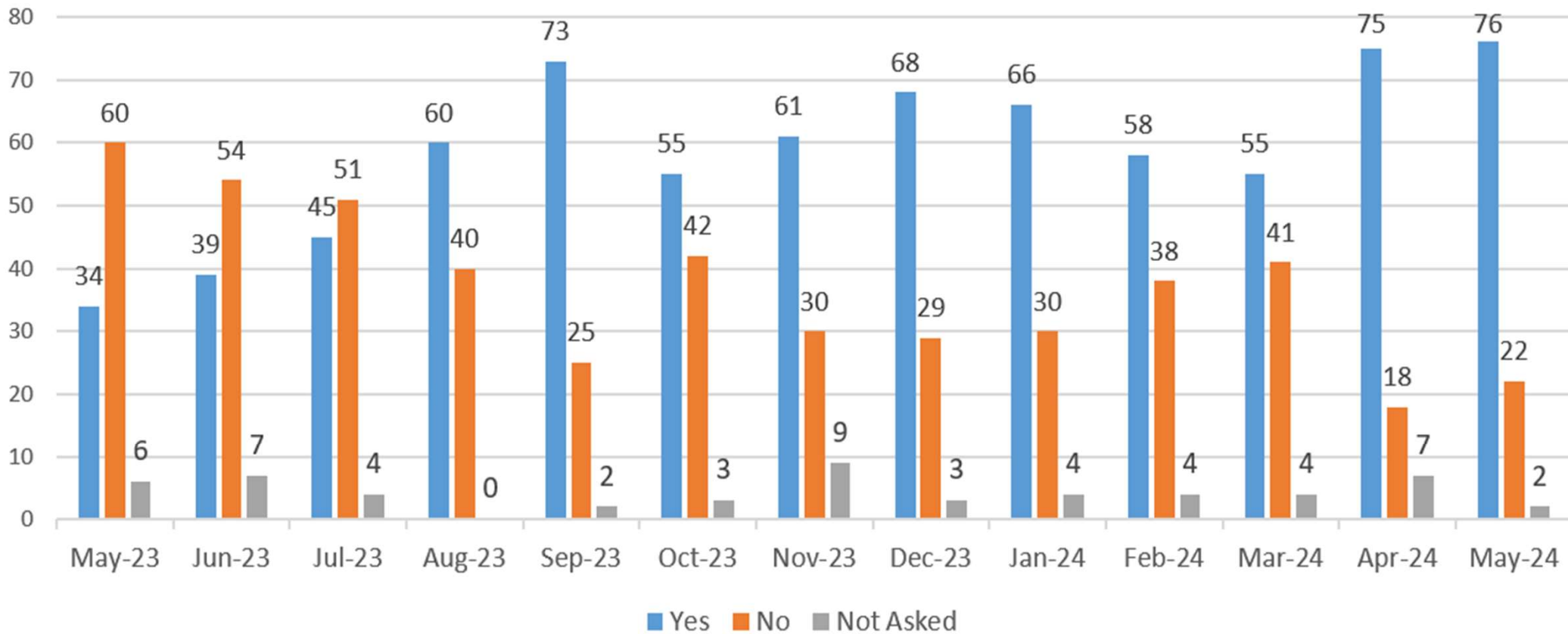
It was important to us that these examples of the impact of human rights training be centrally placed in the report and in the section which residents have the most direct input

Overall Findings – May 23 to May 24

Inspections completed
under the initiative = 894



Findings –The “Ripple Effect”



Examples from Reports

April 2023

One staff member informed the inspector that the training in Human Rights was very good as it further supported the values of the centre in promoting and supporting the rights of the residents and respecting their individual choices.

For example, one resident had a pet dog and another had a pet cat and the staff member said it was the right of the residents to have pets.

Staff also provided support to the residents in taking care of their pets and on the day of this inspection, the inspector observed one of the residents taking the dog for a walk with staff support.



Examples from Reports

September 2023

A resident wanted to get a tattoo, and the staff and resident explained to the inspector how they had discussed their choices, the risk, the pain to expect, and the aftercare required, which supported the resident to make an informed decision. The resident showed the inspector their new tattoo and explained how they were supported to keep it clean while it healed.

January 2024

After undertaking a training course a staff member prepared easy-to-read information for a resident on the course content. As a result of this, the resident decided to undertake a course themselves in Personal Decision Making and to complete other accredited training courses. This boosted their confidence and added sense of achievement.



Examples from Reports

January 2024

A resident that liked hotel/hotel environments was supported to avail of work experience in a local hotel one day a week. Staff reported that this was a great achievement for the resident as their self-esteem, independence and confidence had flourished and, they were very much enjoying their job.



March 2024

Staff spoken with described the service as one that "operates at a pace that the residents set". They were fully aware of the demographic of residents who lived there, the activities they enjoyed and how they chose to spend their days. This was fully embraced and supported by the staff team who worked in the centre.

Examples from Reports

December 2023

Staff described the way in which they had observed one of the residents showing an interest in some sports on the television, and by the use of pictures discovered an interest in rugby and soccer. The resident was then supported to attend some live sporting events, which they has clearly enjoyed.

April 2024

Staff described how human rights were upheld through small, everyday things such as ensuring that residents' preferred coffee brands were available in the house, through to bigger things like supporting residents to self-advocate for additional staffing at weekends for one-to-one keyworking sessions. Recently, some residents had communicated that they would prefer for keyworking to be available at weekends when they were less busy with day services, work and activities. The provider had responded and had made arrangements for this resource to be available for residents.



Examples from Reports

June 2024

Key information had been prepared in accessible formats for residents. For example, the complaints procedure was in an easy-to-read and large print format, and information on advocacy had been prepared in Braille. Some residents preferred information, such as their goal plans, to be emailed to them so that they could listen to the content on their smart devices.



January 2024

Staff noted that since completing the training they actively incorporate the FREDa principles into residents meeting by taking one principle at residents meeting and reflecting on what this means for each resident and the service they receive. One staff discussed with the inspector that following discussion with one resident they started to use the "Think Ahead" document, this document assists the resident in future planning decisions around their care. The staff member spoke of the number of positive effects it had on the resident and also how it had encouraged the staff to identify needs for residents during the ageing process.

Examples from Reports

November 2023

The choices of the resident who chose not to go to day services were respected by the staff team and, this resident self-directed their own routine and activities each day. Additionally, with the support of a behavioural specialist, a 'will and preference communication tool' had been developed for the resident so as to empower them with a mechanism to better communicate their decisions and choices to staff.

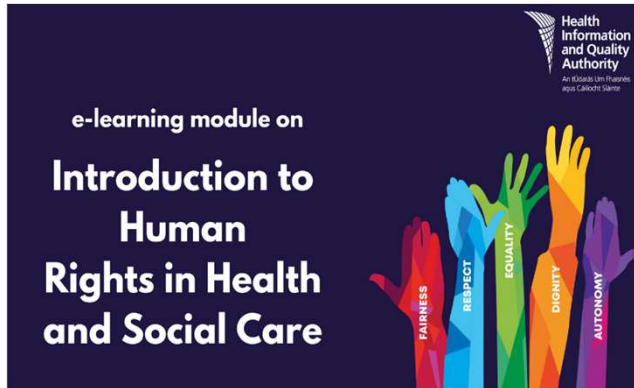
August 2023

Staff also provided the inspector with a copy of an easy-to-read story that had been created by the staff team. "Charlie comes to" was developed to assist children and their family representatives to prepare for their short break in the designated centre. It contained pictures of a toy named Charlie in different parts of the designated centre, such as sitting on the swing in the garden, in one of the bedrooms and in the kitchen. The staff found this was a useful resource to help prepare the children in advance of their stay, in particular when the children were new to the service.



Number of completions of HRBA online learning modules

Module 1: completed 53,413 times



Module 2: completed 46,124 times



Module 3: completed 41,229 times




Module 4: completed 41,008 times




Total completions: 184,774

Evaluations of the course

- **4,289** evaluation forms completed in 2021.
- **99%** said the course had given them a better understanding of the topic.
- **96%** would recommend the course to a colleague.
- For Module One, **75%** intended to change their practice and for Modules Two, Three and Four, **82%** intended to change their practice.
- Overall, respondents were satisfied with the course content, layout and presentation and found the modules helpful and beneficial to their work.



“It gave me a more in-depth knowledge of where I can go to if I feel a service user’s human rights are not being met.”



“This course is so beneficial, as it provides a range of good examples and information to enhance knowledge around this important topic.”

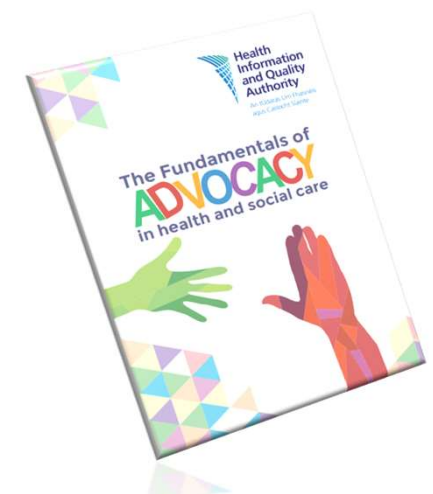
Impact of online learning courses

Learning impact study on the online learning course:

'The Fundamentals of Advocacy in health and social care'

- Positive impact on knowledge and awareness of advocacy among health and social care staff.
- 82% stated that they had made changes to the way they worked, including better communication.
- Positive impact on services, including more advocacy activities and discussing advocacy at meetings.
- Good awareness of advocacy booklet, poster and video and staff find these resources useful.

“I really have a much better awareness of the various types of advocacy and supports”.



HIQA Learning Hub

Home > Learning Hub



LEARNING HUB

This hub provides links to online learning courses, guides and videos for frontline staff, students and academics, as well as people using health and social care services.

These materials support the implementation of national standards and the development of good practice.

Find more information on the national standards under Areas we work in -> Standards and Quality or email standards@hiqa.ie



Supporting children

Links to a range of material that support the development of good practice in the care and support of children using health and social care services.

[READ MORE](#)



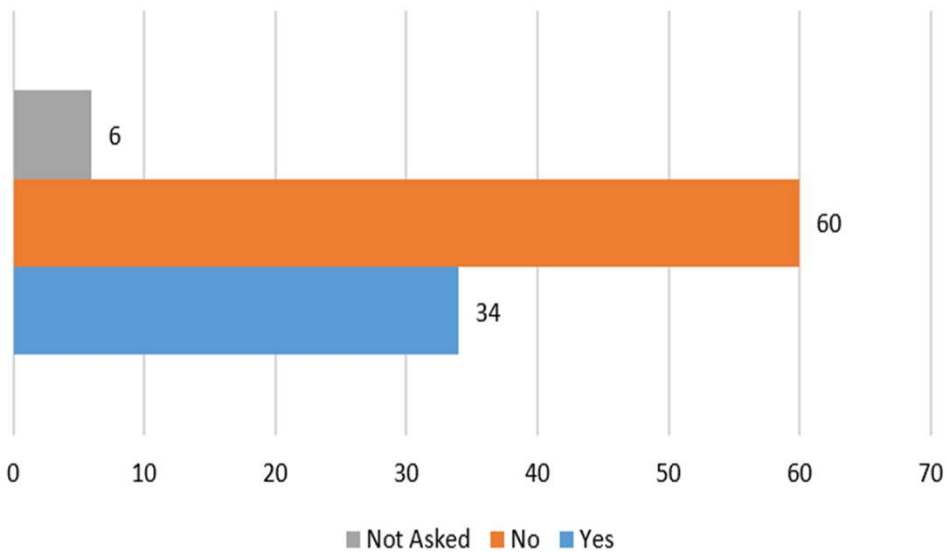
Supporting adults

Links to a range of material that support the development of good practice in the care and support of adults using health and social care services.

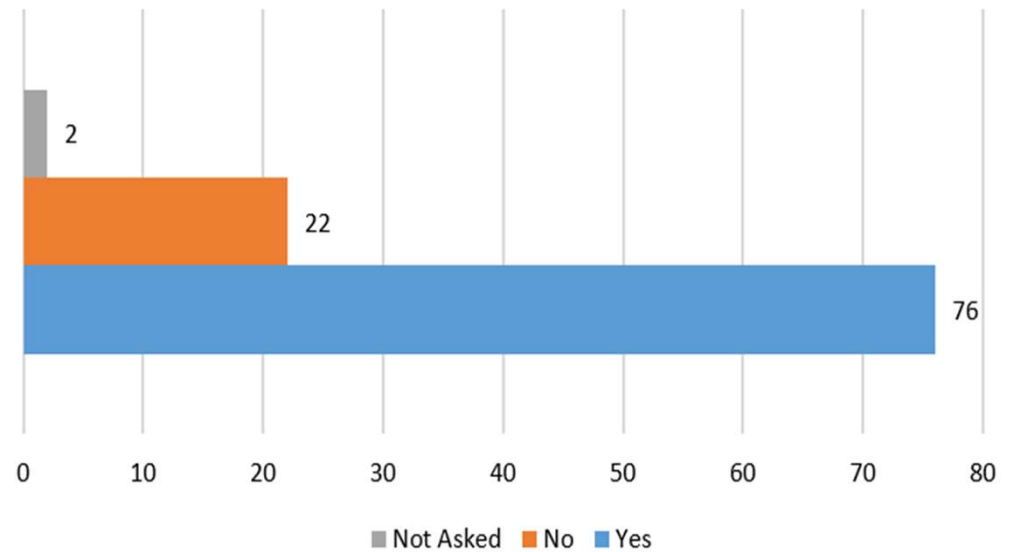
[READ MORE](#)

Progress from 2023 to 2024

May 2023



May 2024



One final note: to reiterate

- Many of the positive examples highlighted in the presentation were already happening for residents/taking place in services.
- HIQA is using the inspection process and published reports as a platform to inform a wider audience of some of the excellent work and initiatives where services are supporting/promoting the rights of the people they support.
- Thank frontline staff for sharing this information.
- “Ripple Effect” – Importance of using the language of Human Rights.

Resources Available:

- HIQA Modules (4) on Human Rights – [The online learning course is hosted on HSE LanD](#) in the course catalogue ‘Health & Social Care Professionals’. Can also be accessed through HIQA.ie.
- Guidance on a Human Rights-Based Approach in Health and Social Care Services – published by Safeguarding Ireland and HIQA – 2019. Available at: [Guidance on a Human Rights-Based Approach in Health and Social Care Services \(hiqa.ie\)](#)
- *Guidance for the assessment of designated centres for people with disabilities* – Updated January 2024* available at [Guidance for the assessment of designated centres for people with disabilities \(hiqa.ie\)](#)

**Thank You
and
Any Questions?**

