




Level of Care Determination

Assessor Preparation Course


10/15/14
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Welcome!



2


▶ Five Things in Common



With a partner, find 4 things you have in common.


One thing should be about assessment.

You have 1 minute to complete this task.



3

Five Things in Common




In your small group, find something all of you have in common.


Is it something about assessment?

You have 3 minutes to complete this task.

Remember your small group members.
Your group will be working together later in the session.




Five Things in Common – Debrief



1. What did your group have in common?
2. Who are you?
3. Where are you located?
4. How long you have been working with assessments?

Remember your small group members.
Your group will be working together later in the session.



Opening Remarks



Course Goals

- Review test-preparation and test-taking techniques to reduce anxiety and improve performance.
- Complete a Practice Exam for each section of the Assessor Certification Exam.
- Review topics and information covered on the Assessor Certification Exam.

Exam Preparation


Preparing for the Exam

Top 10 Tips

Preparing for the Exam

Tip #10
Say NO to cramming


*Study in 20 – 50 minute intervals.
 Long-term retention improves when
 learning is spaced over time.*

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Preparing for the Exam

Tip #9
Say YES to exercise


*20 minutes of cardiovascular exercise
 can improve your memory.
 Get up and walk, dance, or anything that
 gets you moving.*

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Preparing for the Exam

Tip #8
Create a study plan


*Anxiety affects the ability to
 retain information. Create a study plan
 that balances the time needed
 to study topics and information.*

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Preparing for the Exam

Tip #7
Minimize distractions


Studying in a quiet environment helps retention. This is also important when you are taking the exam.

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Preparing for the Exam

Tip #6
Maximize practice tests


Using flash cards and taking practice exams are highly effective studying techniques. Review the Practice Exams from this course.

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Preparing for the Exam

Tip #5
Review the toughest material the night before the test


Studying the most difficult material right before going to bed makes it easier to recall later.

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Preparing for the Exam

Tip #4
Get a good night's sleep


Memory is affected when rapid-eye movement (REM) sleep is interrupted. Stick to your normal sleep schedule.

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Preparing for the Exam

Tip #3
Eat oatmeal for breakfast


High-carbohydrate, high-fiber, slow digesting foods will keep you fueled during the exam.

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Preparing for the Exam

Tip #2
Plan your exam day


Decrease stress and anxiety by blocking time for the exam, choosing a quiet environment, and turning off your phone.

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Preparing for the Exam

Tip #1
Drink plenty of water

Being well hydrated helps your brain work at its best. Keep a water bottle handy.



Assessor Certification Exam



Assessor Certification Exam

6 Sections:

1. Background: Legal/Regulatory – Definitions – Situational
2. Assessments: Communication – Procedural – Situational
3. Documentation
4. NFCE Determination
5. Medical
6. Other Factors



Assessor Certification Exam

Each section contains items created from:

- Boston University Training Modules
- Des Moines University Medical Terminology Course
- Level of Care Determination Assessor Webinar
- Level of Care Determination Tool Instructions
- NFCE Clarification APD
- NFCE Definition Webinar
- SLUMS Instructions
- SLUMS Training



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Assessor Certification Exam

Types of exam items:

- Multiple choice
- True-False
- Case scenarios – Section 4 – NFCE Determination
 - NFCE (Nursing Facility Clinically Eligible)
 - NFI (Nursing Facility Ineligible)
 - Unable to determine



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Section 1 Background: Legal/Regulatory – Definitions – Situational



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Definitions



In your small groups, write a definition for four of the terms listed as assigned.

You have 10 minutes to complete this task.

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Definitions – Debrief

Informed Consent

- Process of sharing all available information with an individual regarding a particular decision
- Information must include potential risks and benefits of all possible outcomes of the decision
- Individual must be capable of understanding the information
- Consent must be voluntary



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Definitions – Debrief

Consumer Choice

Individual's freedom to decide what services he or she wants provided, when, and by whom.



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Definitions – Debrief

Self-determination

- The right to make choices about one's own life.
- Individuals have the degree of control they desire over aspects of life that are important to them.



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Definitions – Debrief

Self-manage

Having the knowledge, awareness, and capability to manage their care with the supports that are currently available, as it pertains to a diagnosis or disability. This includes treatments or any prescribed medical measures for the diagnosis as directed by the individual's physician.



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Definitions – Debrief

Executive Function

Ability to organize simple ideas and actions into complex goal-directed behaviors and to solve problems when presented with decisions that have to be made in life.

- Manage time and attention
- Switch focus
- Plan and organize
- Remember details
- Curb inappropriate speech or behavior
- Integrate past experience with present action
- Anticipate outcomes and adapt to changing situations
- Form concepts and think abstractly



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Definitions – Debrief

Cultural Competency

- Understanding the specific cultural, linguistic, social, and economic traditions of particular people and families.
- Keeping an open mind and respecting differences, while not making assumptions based on perceptions of individuals' age, culture, language, sexuality, disability, or any other factor.



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Definitions – Debrief

Mandatory Reporting

Legal requirement that assessors must contact authorities if they have reasonable cause to believe that an older adult may be a victim of abuse, neglect, or exploitation.



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Definitions – Debrief

OBRA/OBRA Target Groups

Used to screen individuals entering a nursing facility to determine if they need specialized services related to these diagnoses.

- Mental Illness
- Intellectual Developmental Disabilities
- Other Related Conditions.



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Practice Exam – Section 1



Complete the Section 1 – Background:
Legal/Regulatory – Definitions – Situation
Practice Exam.

You have 5 minutes to finish the exam.

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Practice Exam – Debrief

The Older Americans Act provides for the delivery of federally funded social and nutrition programs for people over age 60. What is the purpose of this part of the law?

- A. Support independent living for older adults.
- B. Recognize elder abuse, neglect, and exploitation as National problems.
- C. Make Federal aid available to States for elder abuse prevention and intervention programs.
- D. All of the above

Source: Boston University



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Practice Exam – Debrief

OBRA requires a Level 1 (PASRR-ID) to be completed only on individuals who apply for nursing facility placement and are diagnosed with mental illness, intellectual disability, or other related conditions to determine if nursing facility care is appropriate and if the individual needs specialized services.

- A. True
- B. False

Source: Boston University



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Practice Exam – Debrief

What is the concept that individuals have personal thoughts on what is important in life and should have some degree of control over the methods by which they meet their needs and personal goals?

- A. Individualism
- B. Self-determination
- C. Consumer participation
- D. Personal Independence

Source: Boston University



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Practice Exam – Debrief

When an AAA (Area Agency on Aging) is requested to complete an LCD (Level of Care Determination) for the Aging Waiver as the Enrollment Broker, how many days does the AAA have to conduct and submit the LCD?

- A. 15 calendar days
- B. 7 business days
- C. 7 calendar days
- D. 15 business days

Source: LCD Assessor Webinar



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Practice Exam – Debrief

Social isolation among older adults occurs when individuals become separated from social contacts. A lack of communication with others, resulting from life events such as retirement, death of a spouse, health problems, and lack of transportation, may increase feelings of loneliness and depression.

- A. True
- B. False

Source: Boston University



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Section 2

Assessments:

Communication – Procedural – Situational



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Communication Skills & Observation

Communication Skills

- Clear Language
 - Use language that is clear, unambiguous, and in individuals' natural language.
 - If English is not their primary language, an interpreter will be needed.
 - Do not use professional jargon or assume that individuals understand technical language or acronyms.

Why is this important during an assessment?

Can you think of an example of when you may not have used clear language?



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Communication Skills & Observation

Communication Skills

- Diversity
 - Be respectful of individuals' diversity and its impact on your questions and conversations.
 - Consider individuals' education, culture, religious/spiritual beliefs, and life-changing event(s).

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Communication Skills & Observation

Communication Skills

- Personal Assumptions
 - It is critical that assessors increase their awareness of assumptions they may have and the potential influence on the assessment process.
 - Assessors should not:
 - Allow personal identities, experiences, biases, and perceptions to influence them.
 - Form assumptions before and during the assessment process.

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Communication Skills & Observation

Communication Skills

- Empathy vs. Sympathy
 - **Empathy** is the capacity to identify with another person's thoughts and feelings and to suspend personal judgment in order to feel with that person.
 - **Sympathy** is feeling sorry for someone, but not necessarily suspending personal judgment to feel for that person.

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Communication Skills & Observation

Communication Skills

- Prompting & Probing
 - **Prompting** is encouraging someone to begin speaking or to continue speaking. It can also be an invitation for more information, a link between two statements, or used to return to a discussion.
 - **Probing** is a method of gaining additional detail to understand a situation or statement in greater depth.

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Communication Skills & Observation

Communication Skills

- Closing an Assessment
 - Summarize the assessment and discuss agreed-upon tasks, progress made, and goals.
 - Confirm contact information.
 - Communicate the next steps.
 - Provide an opportunity for feedback and questions.

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Communication Skills & Observation

Observation

- Use all of your senses.
 - Gather information not revealed by individuals.
 - Identify inaccuracies in the reported information vs. actual observations.

Why is this important during an assessment?

What are some examples of how an assessor can do this?



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Exam Section 2

Additional Items

- Assessors should understand the following items:
 - Assessment domains within the LCD tool
 - LCD Instructions
 - Boston University



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Practice Exam – Section 2



Complete the Section 2 – Assessments:
Communication – Procedural – Situational
Practice Exam.

You have 10 minutes to finish the exam.



Practice Exam – Debrief



In your small group, correct your Section 2
Practice Exam using the Answer Key
provided.

1. *Discuss each of the exam questions.*
2. *Review the sources listed.*

You have 10 minutes to complete this task.



Section 3 Documentation



A&Rs/Journal Entries

- No mandatory A&Rs (Activities & Referrals)
- There are mandatory journal entries.
 - Consumer, family, and other contact
 - Physician contact
- Contents of a journal entry
 - Complete a journal entry for every contact throughout the life of the case.
 - Don't change the entry date. The date of the activity, if different from the date of entry, must be noted in the journal entry.
 - Any documents referenced in a journal entry must be physically present in the consumer printed records.



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SAMS

- Assessments can be exported from OMNIA to your laptop.
- In the field, the Harmony portal can be accessed via Wi-Fi.
- Under Assessment Properties, only complete the agency name, assessor name, & next assessment date.



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Practice Exam – Section 3



Complete the Section 3 – Documentation Practice Exam.

You have 5 minutes to finish the exam.

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Practice Exam – Debrief

A&Rs (Activities and Referrals) cannot be edited.

- A. True
- B. False

Source: LCD Assessor Webinar



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Practice Exam – Debrief

There are mandatory A&Rs (Activities and Referrals) for assessments.

- A. True
- B. False

Source: LCD Assessor Webinar



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Practice Exam – Debrief

When is it appropriate to make a mental note of a conversation with a consumer, rather than creating a journal entry in SAMS ?

- A. When the call comes from an informal support person.
- B. When the consumer calls to inquire about another service.
- C. When the consumer calls to report a change in physical condition.
- D. Never. All contact with a consumer is recorded as a journal entry.
- E. None of the above

Source: LCD Assessor Webinar



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Practice Exam – Debrief

SAMS journal entries are completed when contact is required for a specific program and each time a contact occurs throughout the life of the case.

- A. True
- B. False

Source: LCD Assessor Webinar



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Practice Exam – Debrief

As long as an individual's case record is updated in SAMS; it does not matter how long it takes to make entries into the electronic record in SAMS.

- A. True
- B. False

Source: LCD Assessor Webinar



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Section 4 NFCE Determination




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Level of Care Definition

1. The individual has an illness, injury, disability or medical condition diagnosed by a physician, and	2. As a result of that diagnosed illness, injury, disability or medical condition, the individual requires care and services above the level of room and board, and
NFCE	
3. A physician certifies that the individual is NFCE, and <i>The physician's certification (MA-51 or Script) is required as part of the determination process and is used by the assessor in making a determination regarding NFCE. The certification, in and of itself, is not the final determination.</i>	4. The care and services are either : Skilled Nursing or Rehabilitation Services as specified by the Medicare Program in 42 CFR §§ 409.31(a), 409.31(b) (1) and (3), and 409.32 through 409.35. Health-related care and services that may not be as inherently complex as Skilled Nursing or Rehabilitation Services, but which are needed and provided on a regular basis through medical and technical personnel.


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Practice Exam – Section 4



Complete the Section 4 – NFCE Determination Practice Exam.

You have 10 minutes to finish the exam.


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Practice Exam – Debrief

Diagnosed medical condition(s) alone can warrant an NFCE determination.

A. True
B. False

Source: LCD Assessor Webinar

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Practice Exam – Debrief

For medical assistance in a nursing facility and Home and Community Based Aging Waiver services, an individual could only be determined to have a NFCE level of care if they need skilled nursing services on a daily basis.

- A. True
- B. False

Source: NFCE Definition Webinar



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Practice Exam – Debrief

Functional deficits in ADLs (Activities of Daily Living) alone do not determine if an individual is NFCE.

- A. True
- B. False

Source: LCD Assessor Webinar



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Practice Exam – Debrief

A physician must certify that an individual is NFCE (Nursing Facility Clinically Eligible) in order for an LCD (Level of Care Determination) to be NFCE.

- A. True
- B. False

Source: NFCE Clarification APD,
NFCE Determination Webinar



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Practice Exam – Valerie

Is Valerie NFCE (Nursing Facility Clinically Eligible) or NFI (Nursing Facility Ineligible)?

- A. NFI
- B. NFCE
- C. Unable to determine with the given information

Source: NFCE Clarification APD,
NFCE Determination Webinar



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Practice Exam – Valerie

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Diabetes, HTN, arthritis Medications, assistive devices	Yes, she has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Independent with prescribed medications	No, she is self-managing.



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Practice Exam – Valerie

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
ADL Limitations	Some difficulty and slow with transfers due to pain Assistance getting in and out of bathtub, cannot stand for long periods due to pain	No, slowly but independently. No, she does not need health-related care and services that are provided on a regular basis through medical and technical personnel.
Supervision		



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Practice Exam – Valerie

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Other Factors	Help completing IADLs	No.
	Daily pain, obesity	No, affects functioning but is currently managed.

Practice Exam – Elena

Is Elena NFCE (Nursing Facility Clinically Eligible) or NFI (Nursing Facility Ineligible)?

- A. NFI
- B. NFCE
- C. Unable to determine with the given information

Source: NFCE Clarification APD,
NFCE Determination Webinar

Practice Exam – Elena

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Fractures, Subarachnoid Hemorrhage	Yes, she has illnesses diagnosed and treated by a physician.
	Physical therapy 3 times per week, medications	

Practice Exam – Elena

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Ability to Self-manage Diagnoses & Treatments	Supervision with the use of assistive device	Yes, she is not self-managing.
	Assistance with medications	Yes, she is not self-managing.
	Physical therapy	Yes, she needs skilled rehabilitation services provided on a regular basis through medical and technical personnel.

Practice Exam – Elena

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
ADL Limitations	Extensive assistance with bathing and dressing, and hands-on assistance and supervision for transfers	Yes, the services needed are above the level of room and board.
Supervision	Supervision to ensure safety with mobility and can be routinely left alone only for less than 4 hours	Yes, the services needed are above the level of room and board.
Other Factors	SLUMS results indicate mild neurocognitive impairment	Yes.

Practice Exam – Armando

Is Armando NFCE (Nursing Facility Clinically Eligible) or NFI (Nursing Facility Ineligible)?

- A. NFI
- B. NFCE
- C. Unable to determine with the given information

Practice Exam – Armando

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Dementia, anxiety, HTN, Hypothyroidism and arthritis	Yes, he has illnesses diagnosed by a physician.
	Medications	
Ability to Self-manage Diagnoses & Treatments		Not enough information to determine.

Practice Exam – Armando

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
ADL Limitations		Not enough information to determine.
Supervision		Not enough information to determine.
Other Factors	Panic attacks	No.

LCD Case Scenarios



In your small group, review each of the Case Scenarios as assigned.

Complete the table using the information given in the scenario.

Discuss how the information applies to the NFCE definition.

You have 45 minutes to complete this task.

Scenario 1 – Jackie

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	COPD, HTN, Diverticulitis, Osteoporosis Oxygen, respiratory therapy, medications, special diet, assistive device	Yes, she has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Assistance with medication management Assistance with oxygen, respiratory therapy	Yes, she is not self-managing Yes, she needs health-related care and services provided on a regular basis through medical and technical personnel.
ADL Limitations	Hands-on assistance with bathing, dressing, personal hygiene, reminders to eat and drink	Yes, she needs hands-on assistance.
Supervision	Can be left alone for only 1-2 hours at a time	Yes.
Other Factors	Underweight, encouragement needed to eat and drink	Yes.

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Scenario 2 – John

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	HTN, GERD, ambulatory dysfunction Assistive device – quad cane	Yes, he has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments		Not enough information to determine.
ADL Limitations		
Supervision	Informal weekly visits from his daughter, daily visits from his neighbor	No.
Other Factors	Help with IADLS, increased confusion	Not enough information to determine.


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Scenario 3 – Cindy Lou


	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	OA	No, although she has been diagnosed, she is not being treated for this condition.
Ability to Self-manage Diagnoses & Treatments		No, she has no current treatments to self-manage.
ADL Limitations	Assistance with bathing to wash her back and dressing (buttons and zippers)	No, she does not need health-related care and services provided on a regular basis through medical and technical personnel.
Supervision	Ability to be left alone more than 8 hours day or night	No.
Other Factors	History of poor nutrition, weight loss	No.

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Scenario 4 – Sonja		
	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Self-reported, feeling well	Not enough information to determine.
	No treatments reported	
Ability to Self-manage Diagnoses & Treatments		
ADL Limitations	Possible bathing difficulty	Not enough information to determine.
Supervision	Currently unsupervised	Not enough information to determine.
Other Factors	Possible hoarding, exhibits paranoid thinking	Not enough information to determine.



Scenario 5 – Althea		
	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Dyslipidemia, HTN, Osteoporosis, arthritis, Gout, Diabetes, Diabetic Neuropathy	Yes, she has illnesses diagnosed and treated by a physician.
	Medications, assistive devices	
Ability to Self-manage Diagnoses & Treatments	Self-manages treatment of musculoskeletal diagnosis with assistive device	No, she is self-managing.
	Assistance with medications	No, she does not need health-related care and services provided on a regular basis through medical and technical personnel.
ADL Limitations	Completes ADL tasks slowly but independently	No.
Supervision	Ability to be left alone more than 8 hours day or night	No.
Other Factors	Fatigue, pain and edema	No.



Scenario 6 – Berta		
	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Cellulitis, wounds, phlebitis, PVD, edema, GERD, anxiety, depression	Yes, she has illnesses diagnosed and treated by a physician.
	Medications, special diet, wound care	
Ability to Self-manage Diagnoses & Treatments	Assistance with medications, diet.	Yes, she is not self-managing.
ADL Limitations	Assistance with bathing, dressing, eating, and grooming	Yes.
Supervision	Prompting for care and assistance every 4 hours	Yes, the services needed are above the level of room and board.
Other Factors	Anxiety, depression, history of poor decision-making, obesity	Yes.



Scenario 7 – Joan

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	Cerebral palsy, shortness of breath Physical therapy, medication	Yes, she has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Medication reminders Requires physical therapy	Yes, she is not self-managing. Yes, she requires skilled rehabilitation services provided on a regular basis through medical and technical personnel.
ADL Limitations	Hands on assistance with bathing and transfer, grooms and dresses with set-up and supervision, incontinent of bladder	Yes, the services needed are above the level of room and board.
Supervision	Can be left alone for only 1 to 2 hours at a time	Yes, the services needed are above the level of room and board.
Other Factors	Communication difficulties but make her needs known Presents as frail	No. This could contribute to an NFCE determination.

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Scenario 8 – Vladimir

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	A-Fib, CAD, DVT, Anemia, GERD, osteoarthritis, NIDDM, colon cancer Medications, special diet, monitoring, ostomy care, and physical therapy	Yes, he has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Independent with medications In-home care and monitoring of colostomy, physical therapy	No, he is self-managing. Yes, he needs health-related care and services provided on a regular basis through medical and technical personnel. He also receives skilled rehabilitation services.
ADL Limitations	Limited assistance with bathing, dressing, grooming, and transfers	Yes, the services needed are above the level of room and board.
Supervision	Supervision and can only be left at home one or two hours at a time	Yes, the services needed are above the level of room and board.
Other Factors	Presents as frailty	This could contribute to an NFCE determination.

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Scenario 9 – Mike

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	CAD, CHF, Bipolar Disorder and Thyroid Disorder	Yes, he has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Not taking prescribed medications Low salt diet	Yes, he is not self-managing. Not enough information to determine.
ADL Limitations		Not enough information to determine.
Supervision		Not enough information to determine.
Other Factors	Shortness of breath, edema	Not enough information to determine.

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Scenario 10 – David

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	GERD, seizure disorder Medication	Yes, he has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Independent with medication management	No, he is self-managing.
ADL Limitations	Independent with ADLs	No.
Supervision	Ability to be left alone for 4 to 5 hours	No.
Other Factors	SLUMS indicated mild dementia	This could contribute to an NFCE determination.


Scenario 11 – Willie

	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	HTN, CHF, ambulatory dysfunction, arthritis, and diabetes Medications	Yes, he has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments		Not enough information to determine.
ADL Limitations	Limited assistance with bathing, dressing, grooming, and transfers	Not enough information to determine.
Supervision	Ability to be left alone for eight to twelve hours	No.
Other Factors	Depressed	This could contribute to an NFCE determination.


Scenario 12 – Trudy


	Relevant information from the scenario:	Does this apply to an NFCE level of care determination?
Diagnoses & Treatments	HTN, GERD, NIDDM, diverticulitis, and arthritis Medications and blood sugar monitoring	Yes, she has illnesses diagnosed and treated by a physician.
Ability to Self-manage Diagnoses & Treatments	Reminders for medications, self-monitors blood sugar	No, she is self-managing.
ADL Limitations	Supervision for bathing and hands-on assistance with outside transfers	No, the services needed are not above the level of room and board.
Supervision	Ability to be left alone 8 hours	No.
Other Factors		

Section 5 Medical




Medical Jeopardy






Practice Exam – Section 5



Complete the Section 5 – Medical Practice Exam.

You have 10 minutes to finish the exam.



Practice Exam – Debrief

The medical definition of bedbound is that an individual never gets out of the bed.

- A. True
- B. False

Source: LCD & LCD Instructions



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Practice Exam – Debrief

COPD (Chronic Obstructive Pulmonary Disease) results in which of the following?

- A. Slow deterioration of muscle tissue and loss of leg movement.
- B. Progressive destruction of the air sacs in the lungs and loss of the respiratory membrane.
- C. Rapid increase in respiration rate and increasing blood flow throughout body.
- D. Progressive destruction of red blood cells in lungs.

Source: Des Moines University



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Practice Exam – Debrief

What term refers to a blood clot developing in a brain vessel, depriving brain tissue of oxygen, and depending upon the area of the brain affected, causes paralysis, loss of speech or loss of vision?

- A. Epileptic seizure
- B. Transient ischemic attack
- C. Cerebrovascular accident
- D. Myocardial infarction

Source: Des Moines University



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Practice Exam – Debrief

An individual has a prescription with the frequency noted as PRN. Which term describes how the medication should be taken?

- A. Daily for pain as needed
- B. As necessary
- C. Per registered nurse instructions
- D. None of the above

Source: LCD & LCD Instructions



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Practice Exam – Debrief

Which of the following word root identifies with liver?

- A. Entero
- B. Hepato
- C. Nephro
- D. Cardio
- E. None of the above

Source: Des Moines University

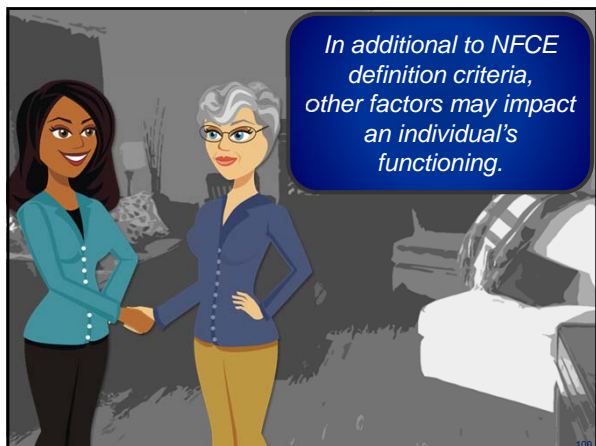


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Section 6 Other Factors



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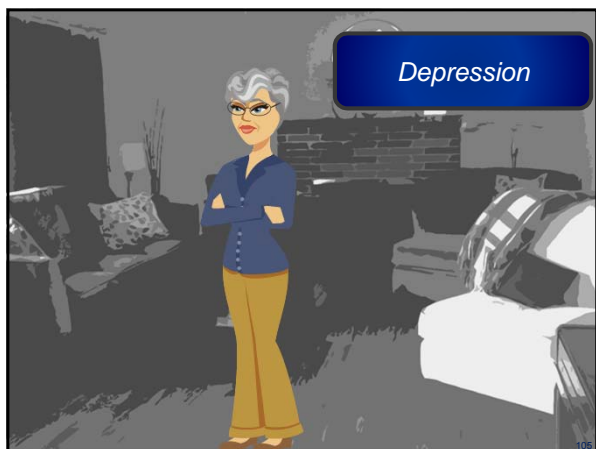















Whole Person = Whole Decision




In your small group, review the Whole Person worksheet.


Discuss and answer each of the questions.

You have 15 minutes to complete this task.

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Whole Person = Whole Decision



Orientation, Cognition, Level of Alertness

In addition to the SLUMS, what questions can you ask individuals to help identify concerns with their cognitive status?



Whole Person = Whole Decision



Medication Management

What are some questions to ask during an assessment to gain an understanding of the individual's knowledge of prescribed medications and to identify potential intentional or unintentional misuse?



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Whole Person = Whole Decision



Pain

What is an example of when an individual's pain severely influenced his or her ability to function?



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Whole Person = Whole Decision



Mobility & Frailty

How can you evaluate an individual's mobility through observation and questioning?



111

Whole Person = Whole Decision



Depression

What are symptoms of depression specific to older adults?

Whole Person = Whole Decision



Elopement & Supervision

When assessing an individual's need for supervision, what are some considerations and factors that impact the amount of supervision a person may need?

Practice Exam – Section 6



Complete the Section 6 – Other Factors Practice Exam.

You have 10 minutes to finish the exam.

Practice Exam – Debrief

The SLUMS (Saint Louis University Mental Status) examination consists of 11 exam questions and measures which of the following?

- A. Short-term memory
- B. Long-term memory
- C. Orientation
- D. Anxiety
- E. Both A and C are correct

Source: LCD & LCD Instructions



115

Practice Exam – Debrief

Modifications for individuals with visual impairments may be made to the clock drawing and geometric figures by enlarging the figures on a separate sheet and attaching it to the examination form.

- A. True
- B. False

Source: SLUMS Instructions



116

Practice Exam – Debrief

The SLUMS exam can be conducted in a group setting if all participants speak the same language.

- A. True
- B. False

Source: SLUMS Training – LTLTI Webinar



117

Practice Exam – Debrief

Administering the SLUMS does not require any formal training or annual retraining.

- A. True
- B. False

Source: SLUMS Training – LTLTI Webinar



118

Practice Exam – Debrief

The scoring ranges on the SLUMS examination are the same regardless of the education level of the individual.

- A. True
- B. False

Source: SLUMS Training – LTLTI Webinar



119

Practice Exam – Debrief

The SLUMS assists the assessor to determine the cognitive ability of the individual to answer questions regarding medical diagnoses and functional limitations.

- A. True
- B. False

Source: LCD & LCD Instructions



120

Practice Exam – Debrief

If the assessor discovers a cognitive impairment when administering the SLUMS, whom should the assessor contact to assist with accurate information?

- A. Formal and informal supports
- B. Attending physician
- C. Supervisor and RN
- D. Both A and B are correct

Source: SLUMS Training – LTLTI Webinar



121

Practice Exam – Debrief

Which of the following explains the meaning of elopement behavior?

- A. Taking a leisurely walk and then returning home.
- B. Showing up at a distant relative's home unannounced.
- C. Wandering behavior that puts an individual's safety or well-being at risk.
- D. Running away to get married.

Source: LCD Assessor Webinar



122

Practice Exam – Debrief

Orientation refers to the cognitive ability of an individual to know person, place, and time.

- A. True
- B. False

Source: LCD & LCD Instructions



123

Practice Exam – Debrief

Which of the following questions are explored in the Frailty Score?

- A. Are you tired?
- B. Do you sleep at least six hours per night?
- C. Do you have more than five illnesses?
- D. Do you eat three meals per day?
- E. Both A and C are correct

Source: LCD & LCD Instructions



124

Practice Exam – Debrief

Which of the following are considered as factors when assessing risk of falls?

- A. Impaired balance
- B. Decreased vision
- C. Environmental barriers
- D. All of the above

Source: LCD & LCD Instructions



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Wrap Up



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LCD Assessor Exam

- Read all of the exam instructions before beginning.
- You cannot change your answer after you click **NEXT**.
- If you are unsure of the answer, **SKIP** the question. You can review and answer the question later.



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LCD Assessor Exam

Accessing & Completing the Exam



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LCD Assessor Exam

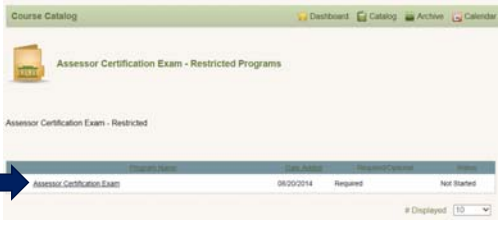
Accessing & Completing the Exam



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LCD Assessor Exam

Accessing & Completing the Exam



Course Catalog Dashboard Catalog Archive Calendar

Assessor Certification Exam - Restricted Programs

Assessor Certification Exam - Restricted

Program Name	Date Added	Required/Optional	Status
Assessor Certification Exam	08/20/2014	Required	Not Started


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Accessing & Completing the Exam



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Assessor Certification Exam

Assessor Certification Exam

REGISTER FOR THIS PROGRAM

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Assessor Certification Exam	08/20/2014	Optional	Not Started


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Assessor Certification Exam

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Assessor Exam -	08/20/2014	Optional	Not Started
Assessor Exam			

TAKE EXAM


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Wrap-Up

Questions?


Send additional questions and comments to
RA-AIQUALITYACREMENT@pa.gov


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Thank You!

Level of Care Determination
Assessor Preparation Course



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