LTCSP Self-Assessment Skill Building Tool

Instructions

Purpose
The self-assessment tool is designed to help a new surveyor identify strengths and areas for development to implement key components of the nursing home LTCSP. The tool encourages new surveyors to become more engaged and empowered in their own learning working towards proficiency of the LTCSP. Completion of the tool is in collaboration with the PC, FM and TU for monitoring and tracking the successful progression of a new surveyor's training in the LTCSP seven-part workflow. The process will assist in building a personal Nursing Home Surveyor Professional Development Plan.

Before you begin the LTCSP Self-Assessment
Take time to reflect on the experience, knowledge and training gained so far. Any long term care experience? Number of LTCSP surveys been a part of? Awareness or understanding of the components under each section of the LTCSP 7-part workflow. Observation of each component occurred at least once? Articulate the basic principles of the components to easily explain it to someone else? Ensure each will be part of a consistent practice? Any questions from the experiences, computer trainings, or classroom trainings so far?

Step 1
The initial self-assessment will be completed at the end of Session I Classroom Training. With the reflective thoughts as noted above, work through the key components of the LTCSP placing your initial self-assessment selection into the first “SA” box. Select one of the following five choices that most closely represents your current skill level. Also, write something in the notes and/or goals for proficiency areas. Those items with an asterisk* require a review of the detailed components in the Procedure Guide.

Remember, this is your self-assessment and identification of your learning needs, so be honest and as specific as possible.

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<tr>
<th>STATUS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>0</td>
<td>Not applicable / Not observed</td>
<td>3</td>
<td>Has a basic understanding of the LTCSP and the ability to perform the tasks/skills consistently and accurately; requires minimal coaching; able to survey independently</td>
</tr>
<tr>
<td>1</td>
<td>Has limited knowledge and understanding of tasks / skills; requires maximum coaching and supervision; unable to survey independently</td>
<td>4</td>
<td>Has ability to perform tasks/skills with structure; demonstrates proficiency and insight; able to coach others</td>
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<tr>
<td>2</td>
<td>Has fundamental knowledge and understanding of tasks / skills; requires limited coaching and supervision; unable to survey independently</td>
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ABBREVIATIONS
SA ........ Self-Assessment  PC ........ Peer Coach
TU ........ Training Unit    TM ........ Team Member
FM ........ Field Manager   TC ........ Team Coordinator

Step 2
Prior to your first participatory survey, share your initial self-assessment selections and goals with your PC and FM to initiate a personal Professional Development Plan. Speak freely and openly with your PC and FM to develop goals for a basic understanding of the LTCSP. This is your opportunity to formally let your FM and PC know how you feel about your LTCSP skills and communicate any professional development goals or needs that you may have. The PC and FM should document in this area too.

Step 3
Upon completion of each survey, meet with your PC and FM for their collaborative feedback regarding each skill building criteria, selecting one of the five choices regarding your skill level. The PC and FM should document specific notes and goals moving you towards a basic understanding in the provided area.

Step 4
Prior to all subsequent surveys during the skill building process, be sure to work through the list of skill building criteria within each part of the LTCSP. Be sure to select one of the five choices that most closely represents your skill level at the time of that specific survey.

Step 5
Continue to repeat Step 4 after each survey and Step 5 before each survey during the skill building process.

Step 6
The FM will share the new surveyor’s skill building tool(s) with the TU seeking assistance in the areas determined to require additional training. When you, your PC, and FM determine you are at a status of a three (3) skill level, the FM will request a trainer to join a survey to provide feedback and coaching as needed.

Step 7
Prior to completing Basic Training and the SMQT, the TU will observe you on one or more surveys.
### Example

The example below shows a new surveyor participated in three training surveys under the preceptor's guidance. According to the legend, notice the documentation of the new surveyor's self-assessment and proficiency status for each item documented by the new surveyor, PC, FM, and TU.

#### Part 1: Off-Site Preparation

<table>
<thead>
<tr>
<th>NEW SURVEYOR'S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY 1 DATE 11/20/XX</th>
<th>SURVEY 2 DATE 1/5/XX</th>
<th>SURVEY 3 DATE 03/28/XX</th>
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</thead>
<tbody>
<tr>
<td>TM</td>
<td>Independent Review of six components</td>
<td>1 1 1 0</td>
<td>2 2 2 0</td>
<td>3 3 3 0</td>
</tr>
<tr>
<td>TM</td>
<td>Team supplies and set-up</td>
<td>1 1 1 0</td>
<td>3 2 2 0</td>
<td>3 3 3 0</td>
</tr>
</tbody>
</table>

**TM**

- a. * Received offsite prep data from TC via data sharing
- b. * Performed independent review of offsite prep data
- c. Reviewed complaint(s) linked to survey

**NOTES**

Survey date: 11/20/XX Struggled with time management for independent review of offsite selected residents, PC assisted, and FM assisted. Survey date: 1/15/XX better time management of reviewing offsite selected residents, spent 1 hour.

**GOALS FOR PROFICIENCY**

Survey 11/20: Will continue improving in time management skills during off site prep and onsite when in the facility.
### Part 2: Facility Entrance

<table>
<thead>
<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY 1 DATE</th>
<th>SURVEY 2 DATE</th>
<th>SURVEY 3 DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. Initiated brief kitchen visit, then <strong>promptly</strong> to assigned area; others <strong>promptly</strong> to assigned area</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>b. Asked for a resident roster for assigned area with new admissions identified</td>
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### Part 3: Initial Pool Process

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<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY 1 DATE</th>
<th>SURVEY 2 DATE</th>
<th>SURVEY 3 DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. * <strong>Briefly</strong> screened all residents in assigned area identifying an appropriate number of residents for initial pool, including vulnerable residents with concerns and/or newly admitted residents. Prioritized resident selection based on most significant potential concerns.</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>b. Reviewed the MDS indicators, matrix, and active complaint allegations <strong>prior</strong> to entering the resident’s room</td>
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<tr>
<td>TM</td>
<td>c. During screening, select one of the IP Indicators: Yes, No, or Maybe</td>
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<tr>
<td>TM</td>
<td>d. Assessed resident’s personal environment and public areas for concerns</td>
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<tr>
<td>TM</td>
<td>e. Conducted dining task</td>
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<tr>
<td>TM</td>
<td>f. Throughout survey, continually used data sources for review of Infection Control Practices</td>
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<tr>
<td>TM</td>
<td>g. Throughout survey, continually used data sources for review of Sufficient and Competent Nurse Staffing</td>
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<tr>
<td>TM</td>
<td>h. Conducted Resident Representative Interviews (RRI) / family interviews</td>
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<tr>
<td>TM</td>
<td>i. Conducted a limited record review while observing residents in their environment, after conducting interviews and observations</td>
<td></td>
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</tr>
<tr>
<td>TM</td>
<td>j. Recognized areas requiring further investigation. Used probing and brief record review to rule out unnecessary investigations.</td>
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<tr>
<td>TM</td>
<td>k. Identified MDS discrepancy for resident(s)</td>
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<tr>
<td>TM</td>
<td>l. Documented all information in the LTCSP tool</td>
<td></td>
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<tr>
<td>TM</td>
<td>m. Completed RRs on the floor in an area that allows for observation of residents and staff</td>
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### Notes

#### Goals for Proficiency

**Part 4: Sample Selection**

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<thead>
<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY 1 DATE</th>
<th>SURVEY 2 DATE</th>
<th>SURVEY 3 DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. Shared data with TC, then received combined data from TC</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>b. Referred to the Sufficient / Competent Nurse Staffing Task</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>c. Actively participated in selecting the resident sample following the steps in the procedure guide</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>d. Actively participated in the team discussion of the system selected residents to determine replacing any of the residents</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>e. * Included residents from each required review category if concerns arise</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>f. Actively participated in the team discussion of any additional residents the surveyor wanted to include in the sample</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>g. Received investigation assignments via data sharing screen</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
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</tbody>
</table>
### Part 5: Investigation (Information Gathering)

<table>
<thead>
<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY 1 DATE</th>
<th>SURVEY 2 DATE</th>
<th>SURVEY 3 DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. Reviewed the MDS with CAAs, physician orders, and care plan</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>b. Followed the CE pathway or Appendix PP to guide probes for observation, interview and record review for investigation</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>c. Performed necessary, multiple observations, and/or interviews</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>d. Performed care observations for wound care, restorative, transfers, ADLs, oral care, pressure ulcers, etc.</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>e. Documented all investigative notes in the LTCSP tool</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>f. Recognized areas for investigation</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>g. Answered every CE as Yes, No, or NA</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>h. Documented all final citation and severity decisions</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>i. Used Deficiency Categorization to determine severity level</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>j. Sufficient quality investigative documentation to reflect determination of a compliance decision with or without identified deficient practice</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>k. Referred to Psychosocial Outcome Severity Guide</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>l. Reviewed the Facility Assessment</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>m. Team meeting – actively participated in discussing concerns</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
</tr>
<tr>
<td>TM</td>
<td>n. Determined if an extended survey needed to be conducted</td>
<td>SA</td>
<td>PC</td>
<td>FM</td>
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</table>

**NOTES**
### GOALS FOR PROFICIENCY

#### Part 6: Ongoing and Other Survey Activities (Information Analysis for Deficiency Determination)

<table>
<thead>
<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY DATE</th>
<th>SURVEY DATE</th>
<th>SURVEY DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. Documented all final citation and severity decisions of assigned closed record(s), hospitalization, discharge, death</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>b. * Completed all assigned facility tasks investigations</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>c. Completed QAA / QAPI at the <strong>end of the survey</strong>. Provided input to TC regarding systemic issues to be discussed during QAA/QAPI</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>d. Shared completed investigation data with TC</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>e. Team meeting – actively participated in discussing concerns</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>f. Determined citations of past noncompliance at the time of the current survey</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>g. Ended investigations with communication to facility management of the preliminary deficient practice information in an understandable manner related to regulatory requirements</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
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#### NOTES

**GOALS FOR PROFICIENCY**

#### Part 7: Potential Citations (Exit Conference)

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<tr>
<th>NEW SURVEYOR’S ROLE</th>
<th>SKILL BUILDING CRITERIA</th>
<th>SURVEY DATE</th>
<th>SURVEY DATE</th>
<th>SURVEY DATE</th>
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</thead>
<tbody>
<tr>
<td>TM</td>
<td>a. Made a scope and severity determination for individual potential deficiencies</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
</tr>
<tr>
<td>TM</td>
<td>b. Determined the presence of substandard quality of care</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
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<tr>
<td>TM</td>
<td>c. Determined the need for an extended survey</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
<td>SA PC FM TU</td>
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### New Surveyor’s Name

<table>
<thead>
<tr>
<th>Survey 1</th>
<th>Location</th>
<th>Date of Survey</th>
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<th>New Surveyor’s Signature</th>
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<th>New Surveyor’s Printed Name</th>
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<th>Peer Coach’s Signature</th>
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<th>Training Unit Staff’s Signature</th>
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### Survey 2

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<th>Survey 2</th>
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### Survey 3

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<th>Peer Coach’s Signature</th>
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