

Introduction to Surveying – Rest of the Story  
Non-Long Term Care Learning Activity

Item	Description
Objective:	Given a scenario, surveyors will identify the key components and investigative elements for determining compliance.
Prior to Class:	Print copies of the scenario and questions for each class participant. Provide a flip chart for each group. Display the flip charts with answers from the Elopement Role-Play #1.
Total Time for Activity:	30 minutes, depending on class size and activity level.
Set-Up:	Distribute the scenario and questions to each surveyor. If class is large enough, divide the class into groups. Provide each group a flip chart to document the answers to the questions.

Step:	Preceptor Instructions:	Activity Time:
1.	Give the new surveyors time to refresh their memory of the scenario, the results of their previous interviews and to read through the questions.	5 min.
2.	Have each group document their answers to the discussion questions on the flip chart provided.	15 min.
3.	Debrief by discussing key points.	15 min.

Date:

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Directions: Refresh your memory of the scenario and the answers you received during the interview role-play. As a group, document your answers to the questions below on the flip chart provided. Be prepared to defend your answers.

Scenario: Patient Elopement

Patient X, a 6'8" 240-pound male, was seen in Hospital XYZ's Emergency Department (ED). Patient X was brought to the ED from the airport, where he had been forcibly removed from a plane for physically assaulting a flight attendant. Reports from the flight attendant and persons on the plane indicate that Patient X was rude and talking loudly to people who were not really there. In the ED, Patient X was examined by the ED physician, who determined that he had a psychiatric emergency medical condition, presented a threat of harm to himself and/or others, and needed admission to a hospital that had psychiatric beds. While awaiting transport to effect a transfer to a psychiatric hospital, Patient X was left unattended in a locked room in a secured passageway. The nurse who was working in that area was in another room tending to another patient. While the nurse was occupied, Patient X used a chair and linens to reach the ventilation duct in the ceiling. The patient was able to loosen the screws and remove the cover of the ventilation duct. The patient then used the ventilation duct to travel from his room to another area in the secured passageway.

Around this time, Laboratory Technician Y arrived in the secured area to collect specimens from several patients, including Patient X. As Laboratory Technician Y entered the area, Patient X exited through the same door—held open by Laboratory Technician Y as seen on video. Patient X was able to pass through the security doors of the facility and passed the gate security guards. The police discovered Patient X several hours later in a nearby cemetery garden loudly admiring the beauty of the landscape.

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Discussion Questions:

- 1) What “red flags” remain for you following the interviews? How might you investigate them?
  
  
  
  
  
  
  
  
  
  
- 2) List three documents you might want to review.
  
  
  
  
  
  
  
  
  
  
- 3) What would you be looking for?

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- 4) As a result of this scenario and your interview results, are there areas of this facility you might want to observe? What procedures or processes would you like to observe and what would you be looking for?

Remember: The goal of our investigation is to provide convincing objective evidence regarding the provider's compliance with regulations.

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Preceptor Answer Sheet

Discussion question answers (these answers are not all-inclusive but meant as triggers for further consideration and discussion):

- 1) What “red flags” remain for you following the interviews? How might you investigate them?

These answers are dependent on the answers provided during the role-play interviews.

- 2) List three documents you might want to review.

- Policy and procedures regarding psychiatric patients in the emergency room, security, seclusion rooms, and transfer policy
- Training documents for ancillary staff regarding the policy and/or procedures for the secured areas within the ED
- Staffing policy for the ED, particularly the secured area
- Training for the security guards outside of the ED
- Medical record

- 3) What would you be looking for?

- Was the laboratory technician trained regarding the security areas of the emergency department?
- Were the security guards trained to assess potential “at risk” patients leaving the ED?
- How many staff that should be in the secured area, including security?
- Should the patient have been left alone in the secured room without supervision and observation?
- How often should security checks be done in the secured area of the ED?
- How much time elapsed between the last check and the elopement?
- What did the patient use to unscrew the air vent and how did he get this implement?
- What is the policy regarding sharps or materials not permitted within the secured areas of the ED?

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- 4) As a result of this scenario and your interview results, are there areas of this facility you might want to observe? What procedures or processes would you like to observe and what would you be looking for?
- The secured area of the ED
  - The security area outside of the ED
  - The door of the ED to the outside
  - The room where the patient was held
  - The vent the patient opened

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