

OASIS ITEM
<p><b>(M1800) Grooming:</b> Current ability to tend safely to personal hygiene needs (i.e., washing face and hands, hair care, shaving or make up, teeth or denture care, fingernail care).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to groom self unaided, with or without the use of assistive devices or adapted methods.</li> <li><input type="checkbox"/> 1 - Grooming utensils must be placed within reach before able to complete grooming activities.</li> <li><input type="checkbox"/> 2 - Someone must assist the patient to groom self.</li> <li><input type="checkbox"/> 3 - Patient depends entirely upon someone else for grooming needs.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability to tend to personal hygiene needs, excluding bathing, shampooing hair, and toileting hygiene.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely perform grooming, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., accessing grooming aids, mirror and sink)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Discharge from agency – not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The grooming scale presents the most independent level first, then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is currently able to do.</li> <li>• Grooming includes several activities. The frequency with which selected activities are necessary (i.e., washing face and hands vs. fingernail care) must be considered in responding. Patients able to do more frequently performed activities (e.g. washing hands and face) but unable to do less frequently performed activities (trimming fingernails) should be considered to have more ability in grooming.</li> <li>• In cases where a patient's ability is different for various grooming tasks, select the response that best describes the patient's level of ability to perform the majority of grooming tasks.</li> <li>• Response 2 includes standby assistance or verbal cueing.</li> </ul>
DATA SOURCES / RESOURCES
<ul style="list-style-type: none"> <li>• Observation/demonstration is the preferred method</li> <li>• Patient/caregiver interview</li> <li>• Physical assessment</li> <li>• Environmental assessment</li> </ul>

OASIS ITEM
<p><b>(M1810)</b> Current <b>Ability to Dress Upper Body</b> safely (with or without dressing aids) including undergarments, pullovers, front-opening shirts and blouses, managing zippers, buttons, and snaps:</p> <p><input type="checkbox"/> 0 - Able to get clothes out of closets and drawers, put them on and remove them from the upper body without assistance.</p> <p><input type="checkbox"/> 1 - Able to dress upper body without assistance if clothing is laid out or handed to the patient.</p> <p><input type="checkbox"/> 2 - Someone must help the patient put on upper body clothing.</p> <p><input type="checkbox"/> 3 - Patient depends entirely upon another person to dress the upper body.</p>
ITEM INTENT
<p>Identifies the patient's ability to dress upper body, including the ability to obtain, put on and remove upper body clothing. Assess ability to put on whatever clothing is routinely worn. This specifically includes the ability to manage zippers, buttons, and snaps if these are routinely worn.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely dress the upper body, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Follow-up</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Prosthetic, orthotic, or other support devices applied to the upper body (e.g., upper extremity prosthesis, cervical collar, or arm sling) should be considered as upper body dressing items.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The ability to dress upper body scale presents the most independent level first then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• In cases where a patient's ability is different for various dressing upper body tasks, pick the response that best describes the patient's level of ability to perform the majority of dressing upper body tasks.</li> <li>• If the patient requires standby assistance (a "spotter") to dress <u>safely</u> or requires verbal cueing/reminders, select Response 2.</li> </ul>

<b>RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1810)</b>
<ul style="list-style-type: none"><li>• Assessment strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. Ask the patient if he/she has difficulty dressing upper body. Observe the patient's general appearance and clothing to determine if the patient has been able to dress appropriately. Opening and removing upper body garments during the physical assessment of the heart and lung provides an excellent opportunity to evaluate the upper extremity range of motion, coordination, and manual dexterity needed for dressing. The patient can also be asked to demonstrate the body motions involved in dressing. Assess ability to put on whatever clothing is routinely worn.</li></ul>
<b>DATA SOURCES / RESOURCES</b>
<ul style="list-style-type: none"><li>• Observation</li><li>• Patient/caregiver interview</li><li>• Physical assessment</li><li>• Environmental assessment</li></ul>

OASIS ITEM
<p><b>(M1820)</b> Current <b>Ability to Dress Lower Body</b> safely (with or without dressing aids) including undergarments, slacks, socks or nylons, shoes:</p> <p><input type="checkbox"/> 0 - Able to obtain, put on, and remove clothing and shoes without assistance.</p> <p><input type="checkbox"/> 1 - Able to dress lower body without assistance if clothing and shoes are laid out or handed to the patient.</p> <p><input type="checkbox"/> 2 - Someone must help the patient put on undergarments, slacks, socks or nylons, and shoes.</p> <p><input type="checkbox"/> 3 - Patient depends entirely upon another person to dress lower body.</p>
ITEM INTENT
<p>Identifies the patient's ability to dress lower body, including the ability to obtain, put on and remove lower body clothing. Assess ability to put on whatever clothing is routinely worn.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely dress the lower body, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Follow-up</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Prosthetic, orthotic, or other support devices applied to the lower body (e.g., lower extremity prosthesis, ankle-foot orthosis [AFO], or TED hose) should be considered as lower body dressing items.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The ability to dress lower body scale presents the most independent level first, then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• In cases where a patient's ability is different for various dressing lower body tasks, pick the response that best describes the patient's level of ability to perform the majority of dressing lower body tasks.</li> <li>• If the patient requires standby assistance (a "spotter") to dress <u>safely</u> or verbal cueing/reminders, select Response 2.</li> <li>• Assessment strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. The patient can report the lower body dressing procedure. Observe spinal flexion, joint range of motion, shoulder and upper arm strength, and manual dexterity during the assessment. Ask the patient to demonstrate the body motions involved in dressing. Assess ability to put on whatever clothing is routinely worn.</li> </ul>

**DATA SOURCES / RESOURCES (cont'd for OASIS Item M1820)**

- Observation/demonstration is the preferred method
- Patient/caregiver interview
- Physical assessment
- Environmental assessment

OASIS ITEM
<p><b>(M1830) Bathing:</b> Current ability to wash entire body safely. <b><u>Excludes</u> grooming (washing face and hands and shampooing hair only).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to bathe self in <u>shower or tub</u> independently, including getting in and out of tub/shower.</li> <li><input type="checkbox"/> 1 - With the use of devices, is able to bathe self in shower or tub independently, including getting in and out of the tub/shower.</li> <li><input type="checkbox"/> 2 - Able to bathe in shower or tub with the intermittent assistance of another person:               <ul style="list-style-type: none"> <li>(a) for intermittent supervision or encouragement or reminders, <u>OR</u></li> <li>(b) to get in and out of the shower or tub, <u>OR</u></li> <li>(c) for washing difficult to reach areas.</li> </ul> </li> <li><input type="checkbox"/> 3 - Able to participate in bathing self in shower or tub, <u>but</u> requires presence of another person throughout the bath for assistance or supervision.</li> <li><input type="checkbox"/> 4 - Unable to use the shower or tub, but able to bathe self independently with or without the use of devices at the sink, in chair, or on commode.</li> <li><input type="checkbox"/> 5 - Unable to use the shower or tub, but able to participate in bathing self in bed, at the sink, in bedside chair, or on commode, with the assistance or supervision of another person throughout the bath.</li> <li><input type="checkbox"/> 6 - Unable to participate effectively in bathing and is bathed totally by another person.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability to bathe entire body and the assistance that may be required to <u>safely</u> bathe, including transferring in/out of the tub/shower. The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely bathe, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Follow-up</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Specifically excludes washing face and hands, and shampooing hair.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The bathing scale presents the most independent level first, then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• If the patient requires standby assistance to bathe <u>safely</u> in the tub or shower or requires verbal cueing/reminders, then select Response 2 or Response 3, depending on whether the assistance needed is intermittent ("2") or continuous ("3").</li> </ul>

**RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1830)**

- If the patient's ability to transfer into/out of the tub or shower is the only bathing task requiring human assistance, select Response 2. If a patient requires one, two, or all three of the types of assistance listed in Response 2 of M1830 but not the continuous presence of another person as noted in Response 3, then Response 2 is the best response.
- If a patient is medically restricted from stair climbing, and the only tub/shower requires climbing stairs, the patient is temporarily unable to bathe in the tub or shower due to combined medical restrictions and environmental barriers. Responses 4, 5, or 6 would apply, depending on the patient's ability to participate in bathing activities. For Response 4, the patient must be able to safely and independently bathe outside the tub/shower, including independently accessing water at the sink, or setting up basin at the bedside, etc. For Response 5, the patient must be unable to bathe in the tub/shower, can participate in bathing self but needs assistance.
- If the patient does not have a tub or shower in the home, or if the tub/shower is nonfunctioning or not safe for patient use, the patient should be considered unable to bathe in the tub or shower, select Response 4 or 5, based on the patient's ability to bathe outside the tub/shower. The patient's status should not be based on an assumption of a patient's ability to perform a task with equipment they do not currently have.
- If the patient is totally unable to participate in bathing and is totally bathed by another person, select Response 6 regardless of where bathing occurs or if patient has a functioning tub or shower.
- Assessment strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. Ask the patient what type of assistance is needed to wash entire body in tub or shower. Observe the patient's general appearance to determine if the patient has been able to bathe self as needed. Observe patient actually stepping into shower or tub to determine how much assistance the patient needs to perform the activity safely. The patient who only performs a sponge bath may be able to bathe in the tub or shower if person or device is available to assist. Evaluate the amount of assistance needed for the patient to be able to safely bathe in tub or shower.

**DATA SOURCES / RESOURCES**

- Observation/demonstration is the preferred method.
- Patient/caregiver interview
- Physical assessment
- Environmental assessment

OASIS ITEM
<p><b>(M1840) Toilet Transferring:</b> Current ability to get to and from the toilet or bedside commode safely <u>and</u> transfer on and off toilet/commode.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to get to and from the toilet and transfer independently with or without a device.</li> <li><input type="checkbox"/> 1 - When reminded, assisted, or supervised by another person, able to get to and from the toilet and transfer.</li> <li><input type="checkbox"/> 2 - <u>Unable</u> to get to and from the toilet but is able to use a bedside commode (with or without assistance).</li> <li><input type="checkbox"/> 3 - <u>Unable</u> to get to and from the toilet or bedside commode but is able to use a bedpan/urinal independently.</li> <li><input type="checkbox"/> 4 - Is totally dependent in toileting.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability to <u>safely</u> get to and from and transfer on and off the toilet or bedside commode.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely perform toilet transferring, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Follow-up</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Excludes personal hygiene and management of clothing when toileting.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The toilet transferring scale presents the most optimal level first, then proceeds to less optimal toileting methods. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• If the patient can get to and from the toilet during the day independently, but uses the commode at night for convenience, select Response 0.</li> <li>• If the patient requires standby assistance to get to and from the toilet <u>safely</u> or requires verbal cueing/reminders, select Response 1.</li> <li>• If the patient needs assistance getting to/from the toilet or with toileting transfer or both, then Response 1 is the best option.</li> <li>• A patient who can independently get to the toilet, but who requires assistance to get on and off the toilet would be scored as a "1."</li> </ul>



**RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1840)**

- A patient who is unable to get to/from the toilet or bedside commode, but is able to place and remove a bedpan/urinal independently, should be marked Response 3. This is the best response whether or not a patient requires assistance to empty the bedpan/urinal.
- Assessment Strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. Ask the patient if he/she has any difficulty getting to and from the toilet or bedside commode. Observe the patient during transfer and ambulation to determine if the patient has difficulty with balance, strength, dexterity, pain, etc. Determine the level of assistance needed by the patient to safely use the toilet or commode. Tasks related to personal hygiene and management of clothing are not considered when responding to this item.

**DATA SOURCES / RESOURCES**

- Observation/demonstration is the preferred method.
- Patient/caregiver interview
- Physical assessment
- Environmental assessment

<b>OASIS ITEM</b>
<p><b>(M1845) Toileting Hygiene:</b> Current ability to maintain perineal hygiene safely, adjust clothes and/or incontinence pads before and after using toilet, commode, bedpan, urinal. If managing ostomy, includes cleaning area around stoma, but not managing equipment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to manage toileting hygiene and clothing management without assistance.</li> <li><input type="checkbox"/> 1 - Able to manage toileting hygiene and clothing management without assistance if supplies/implements are laid out for the patient.</li> <li><input type="checkbox"/> 2 - Someone must help the patient to maintain toileting hygiene and/or adjust clothing.</li> <li><input type="checkbox"/> 3 - Patient depends entirely upon another person to maintain toileting hygiene.</li> </ul>
<b>ITEM INTENT</b>
<p>Identifies the patient's ability to manage personal hygiene and clothing when toileting.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely perform toileting hygiene, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
<b>TIME POINTS ITEM(S) COMPLETED</b>
<p>Start of care</p> <p>Resumption of care</p> <p>Discharge from agency - not to an inpatient facility</p>
<b>RESPONSE—SPECIFIC INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• Toileting hygiene includes several activities, including pulling clothes up or down and adequately cleaning (wiping) the perineal area.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The toileting hygiene scale presents the most independent level first, then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• This item refers the patient's ability to manage personal hygiene and clothing with or without assistive devices. The word "assistance" in this question refers to assistance from another person by verbal cueing/reminders, supervision, and/or stand-by or hands-on assistance.</li> <li>• Select Response 0 if the patient is independent in managing toileting hygiene and managing clothing.</li> <li>• Select Response 1 if the patient is able to manage toileting hygiene and manage clothing IF supplies are laid out for the patient.</li> </ul>

<b>RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1845)</b>
<ul style="list-style-type: none"><li>• If the patient can participate in hygiene and/or clothing management but needs some assistance with either or both activities, select Response 2.</li><li>• Response 2 includes standby assistance or verbal cueing.</li></ul>
<b>DATA SOURCES / RESOURCES</b>
<ul style="list-style-type: none"><li>• Observation/demonstration is the preferred method</li><li>• Patient/caregiver interview</li><li>• Physical assessment</li><li>• Environmental assessment</li></ul>

OASIS ITEM
<p><b>(M1850) Transferring:</b> Current ability to move safely from bed to chair, or ability to turn and position self in bed if patient is bedfast.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to independently transfer.</li> <li><input type="checkbox"/> 1 - Able to transfer with minimal human assistance or with use of an assistive device.</li> <li><input type="checkbox"/> 2 - Able to bear weight and pivot during the transfer process but unable to transfer self.</li> <li><input type="checkbox"/> 3 - Unable to transfer self and is unable to bear weight or pivot when transferred by another person.</li> <li><input type="checkbox"/> 4 - Bedfast, unable to transfer but is able to turn and position self in bed.</li> <li><input type="checkbox"/> 5 - Bedfast, unable to transfer and is unable to turn and position self.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability to <u>safely</u> transfer from bed to chair, or position self in bed if bedfast.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely transfer, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- Environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Follow-up</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• For most patients, the bed to chair transfer will include transferring from a supine position in bed to a sitting position at the bedside, then some type of standing, stand-pivot or sliding board transfer to a chair.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The transferring scale presents the most optimal level first, then proceeds to less optimal levels of transferring. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• Able to bear weight refers to the patient's ability to support the majority of his/her body weight through any combination of weight-bearing extremities (e.g., a patient with a weight-bearing restriction of one lower extremity may be able to support his/her entire weight through the other lower extremity and upper extremities).</li> <li>• If the patient is able to transfer self from bed to chair, but requires standby assistance to transfer <u>safely</u>, or requires verbal cueing/reminders, select Response 1.</li> <li>• For response 1, "minimal human assistance" could include any combination of verbal cueing, environmental set-up, and/or actual hands-on assistance.</li> </ul>

RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1850)
<ul style="list-style-type: none"><li>• If the patient transfers either with minimal human assistance (but not device), or with the use of a device (but no human assistance), select Response 1. If the patient requires both minimal human assistance and an assistive device to transfer safely, select Response 2.</li><li>• If the patient can bear weight and pivot, but requires more than minimal human assist, Response 2 should be marked.</li><li>• The patient must be able to <u>both</u> bear weight and pivot for Response 2 to apply. If the patient is unable to do one or the other and is not bedfast, select Response 3.</li><li>• If the patient is bedfast, select Response 4 or 5, depending on the patient's ability to turn and position self in bed. Bedfast refers to being confined to the bed, either per physician restriction or due to a patient's inability to tolerate being out of the bed.</li><li>• Assessment strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. Ask the patient about transferring ability. Taking extra time or pushing up with both arms can help ensure the patient's stability and safety during the transfer process, but they do not mean that the patient is not independent. Observe the patient during transfers and determine the amount of assistance required for <u>safe</u> transfer from bed to chair.</li></ul>
DATA SOURCES / RESOURCES
<ul style="list-style-type: none"><li>• Observation/demonstration is the preferred method</li><li>• Patient/caregiver interview</li><li>• Physical assessment</li><li>• Environmental assessment</li></ul>

OASIS ITEM
<p><b>(M1860) Ambulation/Locomotion:</b> Current ability to walk safely, once in a standing position, or use a wheelchair, once in a seated position, on a variety of surfaces.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to independently walk on even and uneven surfaces and negotiate stairs with or without railings (i.e., needs no human assistance or assistive device).</li> <li><input type="checkbox"/> 1 - With the use of a one-handed device (e.g. cane, single crutch, hemi-walker), able to independently walk on even and uneven surfaces and negotiate stairs with or without railings.</li> <li><input type="checkbox"/> 2 - Requires use of a two-handed device (e.g., walker or crutches) to walk alone on a level surface and/or requires human supervision or assistance to negotiate stairs or steps or uneven surfaces.</li> <li><input type="checkbox"/> 3 - Able to walk only with the supervision or assistance of another person at all times.</li> <li><input type="checkbox"/> 4 - Chairfast, <u>unable</u> to ambulate but is able to wheel self independently.</li> <li><input type="checkbox"/> 5 - Chairfast, <u>unable</u> to ambulate and is <u>unable</u> to wheel self.</li> <li><input type="checkbox"/> 6 - Bedfast, unable to ambulate or be up in a chair.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability and the type of assistance required to <u>safely</u> ambulate or propel self in a wheelchair over a variety of surfaces. The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely ambulate/locomote, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care Resumption of care Follow-up Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Variety of surfaces refers to typical surfaces that the patient would routinely encounter in his/her environment, and may vary based on the individual residence.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The ambulation/locomotion scale presents the most optimal level first, then proceeds to less optimal mobility abilities. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• Regardless of the need for an assistive device, if the patient requires human assistance (hands on, supervision and/or verbal cueing) to <u>safely</u> ambulate, select Response 2 or Response 3, depending on whether the assistance required is intermittent ("2") or continuous ("3").</li> <li>• If the patient is safely able to ambulate without a device on a level surface, but requires minimal assistance on stairs, steps and uneven surfaces, then Response 2 is the best response (requires human supervision or assistance to negotiate stairs or steps or uneven surfaces).</li> </ul>

**RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1860)**

- If a patient does not require human assistance, but safely ambulates with a walker in some areas of the home, and a cane in other areas (due to space limitations, distances, etc.), select the response that reflects the device that best supports safe ambulation on all surfaces the patient routinely encounters (e.g., Response 2 is appropriate if a walker is required for safe ambulation in the hallway and living room, even if there are some situations in the home where a cane provides adequate support.)
- If a patient does not have a walking device but is clearly not safe walking alone, select Response 3, able to walk only with the supervision or assistance should be reported, unless the patient is chairfast.
- Responses 4 and 5 refer to a patient who is unable to ambulate, even with the use of assistive devices and/or continuous assistance. A patient who demonstrates or reports ability to take one or two steps to complete a transfer, but is otherwise unable to ambulate should be considered chairfast, and would be scored 4 or 5, based on ability to wheel self.
- Assessment strategies: A combined observation/interview approach with the patient or caregiver is required to determine the most accurate response for this item. Ask the patient about ambulation ability. Observe the patient ambulating across the room or to the bathroom and the type of assistance required. Note if the patient uses furniture or walls for support, and assess if patient should use a walker or cane for safe ambulation. Observe patient's ability and safety on stairs. If chairfast, assess ability to safely propel wheelchair independently, whether the wheelchair is a powered or manual version.

**DATA SOURCES / RESOURCES**

- Observation
- Patient/caregiver interview
- Physical assessment
- Environmental assessment

OASIS ITEM
<p><b>(M1870) Feeding or Eating:</b> Current ability to feed self meals and snacks safely. Note: This refers only to the process of <u>eating</u>, <u>chewing</u>, and <u>swallowing</u>, <u>not preparing</u> the food to be eaten.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to independently feed self.</li> <li><input type="checkbox"/> 1 - Able to feed self independently but requires:               <ul style="list-style-type: none"> <li>(a) meal set-up; <u>OR</u></li> <li>(b) intermittent assistance or supervision from another person; <u>OR</u></li> <li>(c) a liquid, pureed or ground meat diet.</li> </ul> </li> <li><input type="checkbox"/> 2 - <u>Unable</u> to feed self and must be assisted or supervised throughout the meal/snack.</li> <li><input type="checkbox"/> 3 - Able to take in nutrients orally <u>and</u> receives supplemental nutrients through a nasogastric tube or gastrostomy.</li> <li><input type="checkbox"/> 4 - <u>Unable</u> to take in nutrients orally and is fed nutrients through a nasogastric tube or gastrostomy.</li> <li><input type="checkbox"/> 5 - Unable to take in nutrients orally or by tube feeding.</li> </ul>
ITEM INTENT
<p>Identifies the patient's ability to feed him/herself, including the process of eating, chewing, and swallowing food.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely self-feed, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform ADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or hearing, pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways, location of bathroom or laundry)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• This item <u>excludes</u> evaluation of the preparation of food items, and transport to the table. Respond to this item based on the assistance needed by the patient to feed himself once the food is placed in front of him. Assistance means human assistance by verbal cueing/reminders, supervision, and/or stand-by or hands-on assistance.</li> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The feeding/eating scale presents the most optimal level first, then proceeds to less optimal feeding/eating abilities. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• Meal "set-up" (Response 1) includes activities such as mashing a potato, cutting up meat/vegetables when served, pouring milk on cereal, opening a milk carton, adding sugar to coffee or tea, arranging the food on the plate for ease of access, etc. -- all of which are special adaptations of the meal for the patient.</li> <li>• Responses 4 and 5 include non-oral intake.</li> </ul>



**RESPONSE—SPECIFIC INSTRUCTIONS (cont'd for OASIS Item M1870)**

- If a tube is being used to provide all or some nutrition, select Responses 3 or 4, depending on the patient's ability to take in nutrients orally. If a patient is being weaned from tube feeding, Responses 3 or 4 will continue to apply until the patient no longer uses the tube for nutrition, at which time, select Responses 0, 1, or 2. This is true, even if the tube remains in place, unused for a period of time.
- Response 5 is the best response for patients who are not able to take in nutrients orally or by tube feeding. This may be the case for patients who receive all nutrition intravenously (e.g. TPN) or for patients who are only receiving intravenous hydration.

**DATA SOURCES / RESOURCES**

- Observation/demonstration is the preferred method
- Patient/caregiver interview
- Physical assessment
- Nutritional assessment
- Physician orders
- Plan of care
- Referral information
- Review of past health history
- Environmental assessment

OASIS ITEM
<p><b>(M1880)</b> Current <b>Ability to Plan and Prepare Light Meals</b> (e.g., cereal, sandwich) or reheat delivered meals safely:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - (a) Able to independently plan and prepare all light meals for self or reheat delivered meals; <u>OR</u> (b) Is physically, cognitively, and mentally able to prepare light meals on a regular basis but has not routinely performed light meal preparation in the past (i.e., prior to this home care admission).</li> <li><input type="checkbox"/> 1 - <u>Unable</u> to prepare light meals on a regular basis due to physical, cognitive, or mental limitations.</li> <li><input type="checkbox"/> 2 - Unable to prepare any light meals or reheat any delivered meals.</li> </ul>
ITEM INTENT
<p>Identifies the patient's physical, cognitive, and mental ability to plan and prepare meals, even if the patient does not routinely perform this task.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely perform light meal planning and preparation, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform IADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision, pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment.</li> <li>• In cases where a patient's ability is different for various light meal preparation tasks, pick the response that best describes the patient's level of ability to perform the majority of light meal preparation tasks</li> <li>• Response 0 indicates that during the day of assessment, the patient has the consistent physical and cognitive ability to plan and prepare meals.</li> <li>• Response 1 indicates that during the day of assessment, the patient has inconsistent ability to prepare light meals (e.g., can't prepare breakfast due to morning arthritic stiffness, but can prepare other meals throughout day).</li> <li>• Response 2 indicates patient does not have the ability to prepare light meals at any point during the day of assessment.</li> <li>• While nutritional appropriateness of the patient's food selections is not the focus of this item, any prescribed diet requirements (and related planning/preparation) should be considered when selecting a response.</li> <li>• When a patient's prescribed diet consists either partially or completely of enteral nutrition, the clinician must assess the patient's ability to plan and prepare their prescribed diet, including their knowledge of the feeding amount and ability to prepare the enteral feeding, based on product used. Note that the ability to set up, monitor and change the feeding equipment is excluded from M1880, as it is addressed on row "e" of M2100.</li> </ul>

**DATA SOURCES / RESOURCES (cont'd for OASIS Item M1880)**

- Observation/demonstration is the preferred method
- Patient/caregiver interview
- Physical assessment
- Nutritional assessment
- Environmental assessment

OASIS ITEM
<p><b>(M1890) Ability to Use Telephone:</b> Current ability to answer the phone safely, including dialing numbers, and <u>effectively</u> using the telephone to communicate.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0 - Able to dial numbers and answer calls appropriately and as desired.</li> <li><input type="checkbox"/> 1 - Able to use a specially adapted telephone (i.e., large numbers on the dial, teletype phone for the deaf) and call essential numbers.</li> <li><input type="checkbox"/> 2 - Able to answer the telephone and carry on a normal conversation but has difficulty with placing calls.</li> <li><input type="checkbox"/> 3 - Able to answer the telephone only some of the time or is able to carry on only a limited conversation.</li> <li><input type="checkbox"/> 4 - <u>Unable</u> to answer the telephone at all but can listen if assisted with equipment.</li> <li><input type="checkbox"/> 5 - Totally unable to use the telephone.</li> <li><input type="checkbox"/> NA - Patient does not have a telephone.</li> </ul>
ITEM INTENT
<p>Identifies the ability of the patient to answer the phone, dial number, and effectively use the telephone to communicate.</p> <p>The intent of the item is to identify the patient's ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. These items address the patient's ability to safely use the telephone, given the current physical and mental/emotional/cognitive status, activities permitted, and environment. The patient must be viewed from a holistic perspective in assessing ability to perform IADLs. Ability can be temporarily or permanently limited by:</p> <ul style="list-style-type: none"> <li>- physical impairments (e.g., limited range of motion, impaired balance)</li> <li>- emotional/cognitive/behavioral impairments (e.g., memory deficits, impaired judgment, fear)</li> <li>- sensory impairments, (e.g., impaired vision or hearing, pain)</li> <li>- environmental barriers (e.g., stairs, narrow doorways)</li> </ul>
TIME POINTS ITEM(S) COMPLETED
<p>Start of care</p> <p>Resumption of care</p> <p>Discharge from agency - not to an inpatient facility</p>
RESPONSE—SPECIFIC INSTRUCTIONS
<ul style="list-style-type: none"> <li>• The patient's ability may change as the patient's condition improves or declines, as medical restrictions are imposed or lifted, or as the environment is modified. The clinician must consider what the patient is <i>able to do</i> on the day of the assessment. If ability varies over time, choose the response describing the patient's ability more than 50% of the time period under consideration.</li> <li>• The telephone use scale presents the most independent level first, then proceeds to the most dependent. Read each response carefully to determine which one best describes what the patient is able to do.</li> <li>• Ability to use telephone identifies the patient's ability to safely answer the phone, dial a number and effectively use the telephone to communicate. If a speech impaired patient can only communicate using a phone equipped with texting functionality, Response "1" able to use a specially adapted telephone would be selected.</li> </ul>
DATA SOURCES / RESOURCES
<ul style="list-style-type: none"> <li>• Observation/demonstration is the preferred method</li> <li>• Patient/caregiver interview</li> <li>• Physical assessment</li> <li>• Environmental assessment</li> </ul>

OASIS ITEM																							
<p><b>(M1900) Prior Functioning ADL/IADL:</b> Indicate the patient's usual ability with everyday activities prior to this current illness, exacerbation, or injury. Check only <b>one</b> box in each row.</p> <table border="1"> <thead> <tr> <th>Functional Area</th> <th>Independent</th> <th>Needed Some Help</th> <th>Dependent</th> </tr> </thead> <tbody> <tr> <td>a. Self-Care (e.g., grooming, dressing, and bathing)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Ambulation</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. Transfer</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Household tasks (e.g., light meal preparation, laundry, shopping )</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>				Functional Area	Independent	Needed Some Help	Dependent	a. Self-Care (e.g., grooming, dressing, and bathing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Ambulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Household tasks (e.g., light meal preparation, laundry, shopping )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Area	Independent	Needed Some Help	Dependent																				
a. Self-Care (e.g., grooming, dressing, and bathing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
b. Ambulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
c. Transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
d. Household tasks (e.g., light meal preparation, laundry, shopping )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
ITEM INTENT																							
<p>Identifies changes that have occurred in the patient's ability to perform ADL and IADL activities since the onset of the current illness, exacerbation of a chronic condition, or injury (whichever is most recent) that initiated this episode of care. The intent of the item is to identify the patient's prior ABILITY, not necessarily actual performance. "Willingness" and "compliance" are not the focus of these items. This item is used for risk adjustment and can be helpful for setting realistic goals for the patient.</p>																							
TIME POINTS ITEM(S) COMPLETED																							
<p>Start of Care</p> <p>Resumption of Care</p>																							
RESPONSE—SPECIFIC INSTRUCTIONS																							
<ul style="list-style-type: none"> <li>For each functional area, select a response.</li> <li>"Independent" means that the patient had the ability to complete the activity by him/herself (with or without assistive devices) without physical or verbal assistance from a helper.</li> <li>"Needed some help" means that the patient contributed effort but required help from another person to accomplish the task/activity safely.</li> <li>"Dependent" means that the patient was physically and/or cognitively unable to contribute effort toward completion of the task, and the helper must contribute all the effort.</li> <li>"Self-care" refers specifically grooming, dressing, bathing, and toileting hygiene. Medication management is not included in the definition of self-care for M1900 as it is addressed in a separate question (M2040).</li> <li>"Ambulation" refers to walking (with or without assistive device). Wheelchair mobility is not directly addressed in this item. A patient who is unable to ambulate safely (even with devices and/or assistance), but is able to use a wheelchair (with or without assistance) would be reported as "Dependent" in Ambulation for M1900.</li> <li>"Transfer" refers specifically to tub, shower, commode, and bed to chair transfers.</li> <li>"Household tasks" refers specifically to light meal preparation, laundry, shopping, and phone use.</li> <li>If the patient was previously independent in some self-care tasks (or some transfers, or some household tasks), but needed help or was completely dependent in others, pick the response that best describes the patient's level of ability to perform the majority of included tasks.</li> </ul>																							
DATA SOURCES / RESOURCES																							
<ul style="list-style-type: none"> <li>Patient/caregiver interview</li> <li>Referral information</li> <li>Review of past health history</li> <li>Physician</li> </ul>																							

<b>OASIS ITEM</b>
<p><b>(M1910)</b> Has this patient had a multi-factor <b>Fall Risk Assessment</b> (such as falls history, use of multiple medications, mental impairment, toileting frequency, general mobility/transferring impairment, environmental hazards)?</p> <p> <input type="checkbox"/> 0 - No multi-factor falls risk assessment conducted.  <input type="checkbox"/> 1 - Yes, and it does not indicate a risk for falls.  <input type="checkbox"/> 2 - Yes, and it indicates a risk for falls. </p>
<b>ITEM INTENT</b>
<p>Identifies whether the home health agency has assessed the patient and home environment for characteristics that place the patient at risk for falls. Patients under the age of 65 will be excluded from the denominator of the publicly reported measure. The multi-factor falls risk assessment must include at least one standardized tool that has been validated as effective in identifying falls risk in community-dwelling elders, and which includes a standard response scale.</p> <p>This item is used to calculate process measures to capture the agency's use of best practices following the completion of the comprehensive assessment. The best practices stated in the item are not necessarily required in the Conditions of Participation.</p>
<b>TIME POINTS ITEM(S) COMPLETED</b>
<p>Start of Care</p> <p>Resumption of Care</p>
<b>RESPONSE—SPECIFIC INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>• CMS does not mandate that clinicians conduct falls risk screening for all patients, nor is there a mandate for the use of a specific tool.</li> <li>• For Responses 1 and 2, an agency may use a single comprehensive multi-factor falls risk assessment tool that meets the criteria as described in the item intent. Alternatively, an agency may incorporate several tools as long as one of them meets the criteria as described in the item intent. For example, a physical performance component (e.g., Timed Up and Go), a medication review, review of patient history of falls, assessment of lower limb function and selected OASIS items (e.g., OASIS items for cognitive status, vision, incontinence, ambulation, transferring).</li> <li>• Use the scoring parameters specified in the tool to identify if a patient is at risk for falls. Select response 1 if the standardized response scale rates the patient as no-risk, low-risk, or minimal risk. Select response 2 if the standardized response scale rates the patient as anything above low/minimal-risk.</li> <li>• For Responses 1 and 2, the assessment must have been completed by the home health agency during the CMS-specified time frames for completion of the comprehensive assessment (5 days for SOC; 48 hours following inpatient facility discharge, or knowledge of patient's return home for ROC).</li> <li>• For Responses 1 and 2, the fall risk assessment must have been completed by the clinician completing the SOC or ROC Comprehensive Assessment.</li> <li>• Select Response 0 if: <ul style="list-style-type: none"> <li>- a standardized validated multi-factor falls risk screening was NOT conducted by the home health agency,</li> <li>- a standardized validated multi-factor falls risk screening was conducted by the home health agency but NOT during the required assessment time frame,</li> <li>- a standardized validated multi-factor falls risk screening was conducted during the assessment time frame, but NOT by the assessing clinician.</li> </ul> </li> </ul>

**DATA SOURCES / RESOURCES (cont'd for OASIS Item M1910)**

- Observation
- Patient/caregiver interview
- Physical assessment
- Environmental assessment
- Referral information
- Review of past health history
- Several links to guidelines listing fall risk assessment factors can be found in Chapter 5 of this manual.