

chapter S-4.2, r. 3.1

Regulation respecting the classification of services offered by an intermediate resource and a family-type resource

Act respecting health services and social services
(chapter S-4.2, ss. 303 and 314).

TABLE OF CONTENTS

SCHEDULE

1. An intermediate resource and a family-type resource must offer, to the users entrusted to them, their support and assistance services in accordance with this Regulation.

M.O. 2011-017, s. 1.

2. The services offered by an intermediate resource and a family-type resource are rated in 6 levels, which are based on the level of support or assistance needed by users.

A single resource may offer services from several levels.

M.O. 2011-017, s. 2.

3. The services of all levels include the common support or assistance services provided for in Part 1 of the Form for the determination and rating of support and assistance services appearing in the Schedule, which vary according to the type of organization set up by the resource to take users in charge.

Specific support and assistance services are added to the common services provided for in the first paragraph.

M.O. 2011-017, s. 3.

4. The specific support and assistance services referred to in the second paragraph of section 3 are determined by completing Part 2 of the form. For that purpose, the institution identifies, under each descriptor in the division 2 of that Part, the specific support and assistance services to be provided by the resource.

Where applicable, the institution then specifies, in collaboration with the resource and in the manner shown in the form, the specific support or assistance services identified pursuant to the first paragraph.

M.O. 2011-017, s. 4.

5. Once Part 2 of the form is completed, the level of services required by the user is determined by adding the highest ratings obtained under each descriptor. Depending on the result obtained, the services belong to one of the following level of services:

- (1) level 1 services: 34 points or less;
- (2) level 2 services: from 35 to 69 points;
- (3) level 3 services: from 70 to 104 points;
- (4) level 4 services: from 105 to 139 points;
- (5) level 5 services: from 140 to 174 points;
- (6) level 6 services: 175 points or more.

M.O. 2011-017, s. 5.

6. The form must be completed and signed by the person designated by the institution and then remitted to the resource that acknowledges receipt of the form not later than 1 month after the new user's arrival in the resource or, in the case of a child taken in charge by an institution that operates a child and youth protection centre, not later than 2 months after the child's arrival.

The form must be reviewed by the institution at least once a year; in the case of a user of 2 years of age or less, that review must be done every 6 months. However, the institution must, as soon as possible, make the

correction required in the form following any change in the condition of a user requiring a modification in the services to be provided by the resource or in the clarifications concerning those services.

M.O. 2011-017, s. 6.

7. After having obtained the consent of the user or the person that may consent on the user's behalf, the institution must send to the resource, as soon as possible but not later than 72 hours after the new user's arrival, a summary of the information necessary for taking the user in charge. That summary must at least include the information provided for in Part 3 of the form.

However, any information essential to the immediate maintenance of the user's integrity must be communicated by the institution to the resource before or at the same time as the user's arrival within the resource.

M.O. 2011-017, s. 7.

8. This Regulation replaces the Regulation respecting the classification of services offered by family-type resources and the rates of compensation applicable to each type of service (chapter S-4.2, r. 2) and the Regulation respecting the classification of the services provided by intermediate resources (chapter S-4.2, r. 3).

However, despite the first paragraph, the provisions of the Regulations referred to therein remain in force to the extent that they are necessary for the application of any provision of Division VII of the Regulation respecting the application of the Act respecting health services and social services for Cree Native persons (chapter S-5, r. 1), the Regulation respecting the contribution of users taken in charge by intermediate resources (chapter S-4.2, r. 7) or the Regulation respecting financial assistance to facilitate tutorship to a child (chapter P-34.1, r. 5).

M.O. 2011-017, s. 8.

9. The provisions of this Regulation they take effect

(1) in respect of an intermediate resource, on the day of coming into force of one of the following texts, depending on the text binding the resource:

(a) an agreement signed pursuant to section 32 of the Act respecting the representation of family-type resources and certain intermediate resources and the negotiation process for their group agreements (chapter R-24.0.2);

(b) an agreement entered into pursuant to section 303.1 of the Act respecting health services and social services (chapter S-4.2);

(c) a decision of the Minister made with the authorization of the Conseil du trésor pursuant to subparagraph 2 of the third paragraph of section 303 of the Act respecting health services and social services or the third paragraph of section 303.1 of that Act;

(2) in respect of a family-type resource, the day of coming into force of one of the following texts, depending on the text binding the resource:

(a) an agreement signed pursuant to section 32 of the Act respecting the representation of family-type resources and certain intermediate resources and the negotiation process for their group agreements;

(b) a decision of the Minister made with the authorization of the Conseil du trésor pursuant to subparagraph 2 of the third paragraph of section 303 and section 314 of the Act respecting health services and social services.

M.O. 2011-017, s. 9.

SCHEDULE

Form for the determination and classification of support and assistance services

Part 1 Support and assistance services common to all levels

Division 1

Support or assistance services common to all levels of services provided by a family-type resource or an intermediate resource according to a “foster home”, “group residence” type of organization or another type of organization requiring similar services are the following:

Maintaining the life environment: The premises occupied by the resource, inside and outside, are well maintained. The resource complies with the recognized hygiene and sanitation standards. Furnishings and accessories necessary for daily living are sufficient and in good condition. The repairs required are carried out within a reasonable time.

Ensuring comfort and safety: Temperature, humidity and lighting conditions are adequate. Ventilation is satisfactory. The actions to take in an emergency are planned. Space is designed in a functional and safe manner for the needs of users and according to their condition. Hazardous or toxic products and objects are stored in safe places provided for that purpose. The resource takes the necessary measures to avoid accidents or incidents and, where applicable, reports them according to the procedure provided for in section 233.1 of the Act.

Preparing and ensuring meal service: The resource prepares meals and snacks in accordance with Canada’s Food Guide and the user’s needs thereby promoting healthy eating. Meals are composed of a variety of food that generally has good nutrition value. The resource respects the user’s rhythm, taste and food preferences. The resource complies with the current hygiene and sanitation standards.

Looking after clothing: The resource ensures that the user’s clothing is sufficient to allow the user to change clothes regularly and wear clothes that are adequate for and appropriate to seasons and circumstances. The resource takes the necessary means so that the user’s clothes are clean and in good condition.

Ensuring that the user’s hygiene is adequate: The resource sees to it on a daily basis that the user is clean and that the user’s clothes are changed regularly.

Making purchases necessary for users: For the user who so requires, the resource makes purchases necessary for the user, in particular regarding personal care, medications, clothes, leisure or other special needs. The resource, so far as possible, takes into account the user’s tastes, habits, skills, limitations and characteristics in choosing the good or service to be provided to the user. The resource looks for the best quality/price ratio and respects the available financial resources. The resource obtains the required authorizations, where applicable, and keeps vouchers from purchases made for the user.

Ensuring the management of the users’ allowance for personal expenses and making an inventory of their property: Where the user so requires, the resource ensures the management of the user’s allowance for personal expenses or other amounts in lieu thereof. The resource involves, so far as possible, the user in the management of those amounts. The resource complies with the principles of sound financial management. The amounts are judiciously spent for their intended purpose. The resource must account for its management to the institution, on request. The resource complies with the institution’s policy on the management of the personal expenses allowance. The resource, in collaboration with the institution’s caseworker, completes the inventory of the user’s clothes, personal effects and other significant objects, when required by the institution.

Supporting and assisting the user in daily activities: The resource supports and assists the user in daily activities. The resource exercises an appropriate supervision of the user, inside and outside of the premises occupied by the resource. The resource meets the user’s stimulation needs and helps the user in learning activities. The resource promotes the user’s well-being and the development or continued use of acquired

abilities. The resource promotes communication and listens to the user. The requests addressed to the user are adapted to the user's abilities.

Establishing a living environment: The resource clearly and simply informs the user of the operating rules. The resource establishes a balanced and adapted living routine. The resource transmits positive values. The resource acts with consistency and coherence. The resource encourages the user to develop or maintain adequate and safe behaviour. The resource ensures that each user's limits and privacy needs are respected. In accordance with the applicable acts, the resource respects and ensures that the user's right to safeguard his or her dignity and respect for his or her privacy and the confidentiality of information concerning the user are respected.

Promoting the user's access to activities organized by the resource or in the community: The resource is able to organize and conduct daily life activities that meet the user's needs and interests. The resource participates in the user's maintenance or integration in the community. The resource promotes the user's access to leisure activities and community life.

Ensuring an adequate follow-up of all the necessary health services and social services: The resource ensures an adequate follow-up of all the health services and social services required by the user's condition. The resource pays attention to the user's feelings of discomfort and responds to them adequately, according to the circumstances. The resource sees to it that the appropriate treatment is provided to the user and that the user is accompanied, if necessary. The resource ensures that the technical equipment and aid used for health services and social services are clean and in good working order.

Ensuring protection from abuse: The resource implements mechanisms of protection from any form of abuse (physical, sexual, power, financial, psychological, etc.) in respect of the user.

Ensuring quality time: The resource ensures the presence at all times of a person in charge within the life environment or, according to the user's degree of autonomy, that such a person may be reached if necessary. That person must have the necessary attitudes and skills to ensure the provision of support or assistance services required by the users and ensure the stability and continuity of services.

Promoting integration into the life and social environment: The resource promotes the user's integration into the user's life environment. The resource considers and treats the user with fairness. The resource affords the user living conditions as close to a natural environment as possible. The resource allows the user to get involved in the user's life environment. The resource also encourages the user, where possible, to have an active and adequate social life.

Collaborating with various caseworkers involved with the user: The resource inquires about the user's participation, behaviour and needs in the user's integration activities (school-work-other) with persons in charge of those activities and ensures the necessary follow-up. The resource sends relevant observations to the various caseworkers involved with the user. When required to do so, the resource participates in discussions.

Collaborating with the institution: The resource collaborates with the institution to improve the user's situation and contribute to reduce or resolve the user's problems. Where applicable, the resource participates in clarifying the services required by the user. The resource shares with the institution any relevant information regarding the user, in particular information that is likely to cause changes in the assessment of the user's condition and in the services to be provided to the user. The resource participates in the process to improve the quality of services provided by the institution.

Promoting the user's family ties, if any, and persons who are important to the user: The resource shows respect towards the user's family members and persons who are important to the user. The resource respects the user in his or her feelings towards those persons. When indicated to do so, the resource promotes the user's contact with those persons.

Division 2

Support or assistance services common to all levels of services provided by an intermediate resource according to a “supervised apartment”, “rooming house” type of organization or another type of organization requiring similar services are the following:

Providing a safe, clean and functional apartment or room: The resource provides a safe, clean and functional apartment or room and takes the necessary means so that those conditions are maintained.

Ensuring the performance of the user’s domestic life activities: The resource ensures that the user’s household tasks, such as maintaining the home, preparing meals, doing laundry, managing his or her budget or running errands, are performed, and ensures that the user adequately uses the means of transportation and communication.

Ensuring the performance of the user’s daily life activities: The resource ensures that the user’s daily life activities, such as eating, washing, self-care or dressing properly are performed.

Ensuring the user’s healthy lifestyle: The resource ensures that the user has a healthy lifestyle in particular regarding food, sleep and the user’s activities.

Ensuring the management of the users’ allowance for personal expenses and making an inventory of their property: Where the user so requires, the resource ensures the management of the user’s allowance for personal expenses or other amounts in lieu thereof. The resource involves, so far as possible, the user in the management of those amounts. The resource complies with the principles of sound financial management. The amounts are judiciously spent for their intended purpose. The resource must account for its management to the institution, on request. The resource complies with the institution’s policy on the management of the personal expenses allowance. The resource, in collaboration with the institution’s caseworker, completes the inventory of the user’s clothes, personal effects and other significant objects, when required by the institution.

Ensuring an adequate follow-up of all the necessary health services and social services: The resource ensures an adequate follow-up of all the health services and social services required by the user’s condition. The resource pays attention to the user’s feelings of discomfort and responds to them adequately, according to the circumstances. The resource sees to it that the appropriate treatment is provided to the user and that the user is accompanied, if necessary. The resource ensures that the technical equipment and aid used for health services and social services are clean and in good working order.

Ensuring protection from abuse: The resource implements mechanisms of protection from any form of abuse (physical, sexual, power, financial, psychological, etc.) in respect of the user.

Ensuring that a person in charge is available at all times: The resource ensures that a person in charge is available at all times for the user. That person must have the necessary attitudes and skills to ensure the provision of support or assistance services required by the users and ensure the stability and continuity of services.

Promoting integration into the life and social environment: The resource promotes the user’s integration into the user’s life environment. The resource considers and treats the user with fairness. The resource affords the user living conditions as close to a natural environment as possible. The resource allows the user to get involved in the user’s life environment. The resource also encourages the user, where possible, to have an active and adequate social life.

Collaborating with various caseworkers involved with the user: The resource inquires about the user’s participation, behaviour and needs in the user’s integration activities (school-work-other) with persons in charge of those activities and ensures the necessary follow-up. The resource sends relevant observations to the various caseworkers involved with the user. When required to do so, the resource participates in discussions.

Collaborating with the institution: The resource collaborates with the institution to improve the user’s situation and contribute to reduce or resolve the user’s problems. Where applicable, the resource participates in clarifying the services required by the user. The resource shares with the institution any relevant information regarding the user, in particular information that is likely to cause changes in the assessment of

the user's condition and in the services to be provided to the user. The resource participates in the process to improve the quality of services provided by the institution.

Promoting the user's family ties, if any, and persons who are important to the user: The resource shows respect towards the user's family members and persons who are important to the user. The resource respects the user in his or her feelings towards those persons. When indicated to do so, the resource promotes the user's contact with those persons.

Part 2 Specific support or assistance services

Division 1 General

Identification of user

Surname and given name of user: _____ User No.: _____

Sex:

Date of birth: _____ F M

Program service: _____

Identification of resource

Name of resource: _____ Resource No.: _____

Name of person in charge: _____

Address: _____

Telephone No.: _____

Identification of institution

Provider in charge: _____

Institution: _____

Telephone No.: _____

Signature: _____

Identification of common support or assistance services

FTR or IR foster home or group residence, or other:

IR supervised apartment or rooming house, or other:

Classification

Total of higher ratings: _____

Level of services: _____

Date of rating: _____

Approval of institution

Signature of person designated by institution: _____

Date: _____

Acknowledgment of receipt by resource:

Signature of resource: _____

Date: _____

Division 2 Identification and clarification of specific support or assistance services

Under each of the proposed descriptors, the institution checks the specific support or assistance services to be provided by the resource to attain the objective identified for the user, taking into account the user's condition.

The descriptor indicates the general nature of the specific support or assistance service (for instance: feeding) and the objective pursued for the user through the performance of the specific support or assistance services required from the resource (for instance: Eat properly).

In collaboration with the resource, and where applicable, the institution specifies the service or services identified in relation to the user's interest, the user's state of health and well-being, procedures, protocols and other standards of care applicable in the institution. The institution gives the resource, if need be, the relevant extracts from the identified procedures, protocols and other standards of care.

The institution identifies the highest rating obtained under each descriptor and then adds them up. The institution is to add all the highest ratings under each descriptor. The total score obtained enables the rating of the services offered by the resource to the user concerned, according to the levels provided for in section 5 of the Regulation.

Feeding
Eat properly without risk of choking and risk to the user's health.

HEALTH SERVICES AND SOCIAL SERVICES — CLASSIFICATION OF SERVICES

4. Dress and undress a baby.....	<input type="checkbox"/>	2
5. Teach a child to dress and undress.....	<input type="checkbox"/>	2
6. Accompany, dress and undress a user showing a risk or difficulty	<input type="checkbox"/>	6
7. Teach a user showing a risk or difficulty to dress and undress.....	<input type="checkbox"/>	6
8. Initiate the gesture so that the user showing a risk or difficulty dresses and undresses	<input type="checkbox"/>	4
9. Dress and undress a user requiring a special technique.....	<input type="checkbox"/>	10

Details:

<p>Hygiene Wash oneself (body, hair) properly.</p>

SUPPORT OR ASSISTANCE SERVICES

RATING

1. No intervention.....	<input type="checkbox"/>	-
2. Slight verification with or without adaptation.....	<input type="checkbox"/>	-
3. Help, monitor, prevent, remind, stimulate, supervise, verify	<input type="checkbox"/>	-
4. Wash a baby	<input type="checkbox"/>	2
5. Teach a child to wash	<input type="checkbox"/>	2
6. Accompany or wash a user showing a risk or difficulty	<input type="checkbox"/>	4
7. Teach a user showing a risk or difficulty to wash	<input type="checkbox"/>	4
8. Initiate the gesture so that the user showing a risk or difficulty washes himself or herself.....	<input type="checkbox"/>	4
9. Wash a user requiring a special technique.....	<input type="checkbox"/>	5

Details:

<p>Hygiene (continued) Self-care</p> <p>Examples: partial washing, daily activities (brushing teeth, combing hair, shaving, etc.) and periodical activities (nail maintenance, menstrual hygiene, etc.)</p>

SUPPORT OR ASSISTANCE SERVICES	RATING
1. No intervention.....	<input type="checkbox"/> -
2. Slight verification with or without adaptation.....	<input type="checkbox"/> -
3. Help, monitor, prevent, remind, stimulate, supervise, verify.....	<input type="checkbox"/> -
4. Perform self-care for a baby	<input type="checkbox"/> 2
5. Teach self-care to a child.....	<input type="checkbox"/> 2
6. Accompany or perform self-care for a user showing a risk or difficulty	<input type="checkbox"/> 3
7. Teach a user showing a risk or difficulty to perform self-care	<input type="checkbox"/> 3
8. Initiate the gesture so that the user showing a risk or difficulty performs self-care.....	<input type="checkbox"/> 2
9. Perform self-care for a user according to a special technique	<input type="checkbox"/> 5

Details:

<p>Elimination</p> <p>Perform all activities related to that function.</p> <p>Examples: going to the restroom, remove clothes, using the toilet and toilet</p>

paper, flushing the toilet, putting clothes back on, washing hands.

SUPPORT OR ASSISTANCE SERVICES

RATING

- | | | |
|---|--------------------------|----|
| 1. No intervention | <input type="checkbox"/> | - |
| 2. Slight verification with or without adaptation..... | <input type="checkbox"/> | - |
| 3. Monitor, prevent, remind, supervise..... | <input type="checkbox"/> | - |
| 4. Change the diaper of a baby..... | <input type="checkbox"/> | 9 |
| 5. Toilet train a child | <input type="checkbox"/> | 6 |
| 6. Accompany the user in elimination activities | <input type="checkbox"/> | 6 |
| 7. Change the incontinence pants of a user | <input type="checkbox"/> | 12 |
| 8. Toilet train a user showing a risk or difficulty | <input type="checkbox"/> | 12 |
| 9. Help a user to eliminate according to a special technique..... | <input type="checkbox"/> | 4 |
| 10. Apply techniques of invasive care for intestinal or bladder elimination | <input type="checkbox"/> | 20 |

Details:

Mobility (transfers)

Have the mobility to transfer oneself (bath, chair, bed, toilet).

SUPPORT OR ASSISTANCE SERVICES

RATING

- | | | |
|--|--------------------------|----|
| 1. No intervention..... | <input type="checkbox"/> | - |
| 2. Slight verification with or without adaptation..... | <input type="checkbox"/> | - |
| 3. Monitor, remind, stimulate, supervise..... | <input type="checkbox"/> | - |
| 4. Perform transfers of a baby | <input type="checkbox"/> | 6 |
| 5. Accompany a user showing a risk or difficulty to perform his or her transfers | <input type="checkbox"/> | 12 |

6. Perform transfers of a user showing a risk or difficulty..... 15

Details:

Mobility (move around)
Move around safely.

SUPPORT OR ASSISTANCE SERVICES		RATING
1. No intervention.....	<input type="checkbox"/>	-
2. Slight verification with or without adaptation.....	<input type="checkbox"/>	-
3. Monitor, remind, stimulate, supervise.....	<input type="checkbox"/>	-
4. Teach a child to walk.....	<input type="checkbox"/>	3
5. Accompany a user showing a risk or difficulty in moving around.....	<input type="checkbox"/>	10
6. Teach a user showing a risk or difficulty to move around.....	<input type="checkbox"/>	8

Details:

Mobility (stairs)
Climb and go down stairs safely.

SUPPORT OR ASSISTANCE SERVICES		RATING
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HEALTH SERVICES AND SOCIAL SERVICES — CLASSIFICATION OF SERVICES

- 1. No intervention..... -
- 2. Slight verification with or without adaptation..... -
- 3. Monitor, remind, stimulate, supervise..... -
- 4. Teach a child to climb and go down stairs..... 3
- 5. Accompany a user showing a risk or difficulty to climb and go down stairs 6

Details:

**Conduct (impulses)
Control impulses.**

Examples: febrile agitation, physical aggressiveness, sexual aggressiveness, verbal aggressiveness, hyperactive behaviour, inappropriate sexual behaviour, compulsion, anger fit, disturbing, intrusive wandering, low tolerance to frustration, running away, impulsiveness, irritability, acting-out, unchecked use of alcohol-drug-gaming-Internet, vandalism, theft.

SUPPORT OR ASSISTANCE SERVICES

RATING

- 1. No intervention..... -
- 2. Slight verification with or without adaptation..... -
- 3. Help, advise, monitor, prevent, remind, supervise -
- 4. Teach a user to manage his or her impulsiveness 6
- 5. Make the environment safe..... 4.5
- 6. Accompany or teach a user showing a risk or difficulty to control impulsiveness 30
- 7. Control a user’s misconduct..... 30

Details:

<p>Conduct (emotions) Control emotions.</p> <p>Examples: mood swings, threatening anticipations, apprehension, sleep disorder, excessive exuberance or sadness, extreme fatigue, excessive worrying, hypersensitivity, emotional lability, lack of interest, mutism, obsession, fear, withdrawal, somatization, excessive verbalization.</p>
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SUPPORT OR ASSISTANCE SERVICES	RATING
1. No intervention.....	<input type="checkbox"/> -
2. Slight verification with or without adaptation.....	<input type="checkbox"/> -
3. Help, advise, monitor, encourage, prevent, remind, reassure, supervise.....	<input type="checkbox"/> -
4. Promote the experience of various kinds of activities.....	<input type="checkbox"/> -
5. Teach a user to manage emotions.....	<input type="checkbox"/> 6
6. Accompany or teach a user showing risk or difficulty to control emotions	<input type="checkbox"/> 30
7. Control the user’s emotional disorders	<input type="checkbox"/> 30

Details:

<p>Conduct (relationship capacity) Have suitable relationships.</p>
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Examples: absence of boundaries, asocial behaviour, cruelty, stubbornness, invasion, hostility, oversexualization, inability to adapt to others, inhibition, intimidation, isolation, bad acquaintances, non-observance of rules, opposition, provocation, socialization problems, vulnerability.

SUPPORT OR ASSISTANCE SERVICES

RATING

- 1. No intervention..... -
- 2. Slight verification with or without adaptation..... -
- 3. Help, advise, monitor, prevent, remind, make aware -
- 4. Promote socialization..... -
- 5. Teach the user to develop better social and problem solving abilities 6
- 6. Accompany or teach a user showing a risk or difficulty to develop better social and problem solving abilities 30
- 7. Control the user’s relationship disorders 30

Details:

Conduct (self-destructive behaviours)
Control self-destructive behaviours.

Examples: self-mutilation, suicidal ideas-gestures, eating disorders.

SUPPORT OR ASSISTANCE SERVICES

RATING

- 1. No intervention..... -
- 2. Slight verification with or without adaptation..... -
- 3. Help, assure, advise, monitor, observe, supervise..... -
- 4. Be attentive and vigilant as to the user’s self-destructive behaviours -
- 5. Make the environment safe for the user 4.5
- 6. Teach a user showing a risk or difficulty to control self-destructive 30

behaviours

7. Control the user’s self-destructive behaviours..... 30

Details:

Integration
Attendance and maintenance of user in his or her integration activities
(school-work-other) .

SUPPORT OR ASSISTANCE SERVICES

RATING

- | | | |
|--|--------------------------|----|
| 1. No intervention..... | <input type="checkbox"/> | - |
| 2. Slight verification with or without adaptation..... | <input type="checkbox"/> | - |
| 3. Help, advise, monitor, encourage, promote, stimulate, supervise..... | <input type="checkbox"/> | - |
| 4. Teach the user to perform activities related to school-work-other
attendance | <input type="checkbox"/> | 4 |
| 5. Accompany or teach a user showing a risk or difficulty to perform
activities related to school-work-other attendance | <input type="checkbox"/> | 15 |
| 6. Control the user’s regular attendance in school-work-other activities | <input type="checkbox"/> | 20 |

Details:

Autonomous life
Reach or maintain autonomy in domestic life activities.

Examples: laundry, house maintenance, errands, budget management, transportation management, cooking, use of means of communication, etc.

SUPPORT OR ASSISTANCE SERVICES

RATING

- | | | |
|---|--------------------------|---|
| 1. No intervention..... | <input type="checkbox"/> | - |
| 2. Slight verification with or without adaptation of user in domestic life activities | <input type="checkbox"/> | - |
| 3. Help, advise, monitor, promote, remind, stimulate, supervise, verify | <input type="checkbox"/> | - |
| 4. Accompany the user in domestic life activities | <input type="checkbox"/> | 3 |
| 5. Teach the user to perform domestic life activities | <input type="checkbox"/> | 3 |
| 6. Accompany or teach a user showing a risk or difficulty to perform domestic life activities | <input type="checkbox"/> | 6 |

Details:

Physical (medications)
Distribution and administration of medications.

SUPPORT OR ASSISTANCE SERVICES

RATING

- | | | |
|--|--------------------------|---|
| 1. No intervention..... | <input type="checkbox"/> | - |
| 2. Slight verification with or without adaptation of medication intake | <input type="checkbox"/> | - |
| 3. Help, observe, remind, stimulate, supervise..... | <input type="checkbox"/> | - |
| 4. Distribute medications | <input type="checkbox"/> | - |
| 5. Administer prescribed medications..... | <input type="checkbox"/> | 6 |
| 6. Administer medications requiring supervision..... | <input type="checkbox"/> | 8 |

Details:

Physical (care)
Health problems, physical and sensorial incapacity requiring special care and services from health professionals other than medications.

SUPPORT OR ASSISTANCE SERVICES		RATING
1. No intervention	<input type="checkbox"/>	-
2. Slight verification with or without adaptation of user in exercising and applying the means recommended by a professional.....	<input type="checkbox"/>	-
3. Help, observe, remind, stimulate, supervise	<input type="checkbox"/>	-
4. Perform non-invasive care activities for daily life	<input type="checkbox"/>	4
5. Accompany a user showing a risk or difficulty in exercising and applying the means recommended by a professional	<input type="checkbox"/>	8
6. Apply invasive care techniques for breathing.....	<input type="checkbox"/>	4

Details:

Appointments
Accompany the user to appointments of a psychosocial or family nature or for school-work-other, or with health professionals or for outside activities.

N.B. Count 3 hours for an appointment.

SUPPORT OR ASSISTANCE SERVICES		RATING
1. No intervention.....	<input type="checkbox"/>	-

HEALTH SERVICES AND SOCIAL SERVICES — CLASSIFICATION OF SERVICES

2. Slight verification with or without adaptation.....	<input type="checkbox"/>	-
3. Help, monitor, encourage, promote, remind	<input type="checkbox"/>	-
4. Accompany the user less than once per month to appointments.....	<input type="checkbox"/>	-
5. Accompany the user once or twice per month to appointments.....	<input type="checkbox"/>	2
6. Accompany the user more than twice but up to 4 times per month to appointments	<input type="checkbox"/>	4
7. Accompany the user more than 4 times per month to appointments.....	<input type="checkbox"/>	5

Details:

Part 3 Summary of information required to take the user in charge

— Identification of user and date of birth

— If applicable, identification of the applicable legal status, and name and contact information of the legal representative

— Name and contact information of the person who may consent to care, when required

— Name and contact information of the person to be reached in case of emergency

— Name and contact information of persons important to the user

— Identification of providers and professionals involved in the user's case

— Context of the accommodation or placement and specific measures having an impact on it (persons with whom communication is prohibited or others)

— Information on state of health, both physical and mental

— Life habits

M.O. 2011-017, Sch.

UPDATES

M.O. 2011-017, 2011 G.O. 2, 3784