

COMMUNITY CARE SKILLS STANDARDS FRAMEWORK FOR SUPPORT CARE ROLES

Skills Domain	Psychosocial
Skills Category	Relationship & Emotional Support
Skills Standard Title	Build Rapport with Clients and Their Family Members
Skills Standard Descriptor	Engage client and family members in care support activities to build trust
Skills Proficiency Level	Level 1 (Previously 'Basic I' under CCSSF)
Source Code	CCSSF-P-RAES-1001-1
Knowledge <i>This refers to the gathering and cognitive processing of facts and information required to perform work tasks and activities.</i>	Underpinning Knowledge: • Types of concern that clients and their family members face, such as: ○ Medical and health issues such as unexpected medical costs, chronic conditions ○ Loss of capacity to manage financial and legal affairs, leading to financial exploitation or the need to assume responsibility for the client ○ Quality of life for the client such as connectedness, purpose, autonomy and dignity ○ Understand relationship and family dynamics • Opportunities to initiate conversation, such as: ○ Through the carrying out of activities ○ Challenges that is faced ○ Appropriate topics of discussion • Communication skills such as ○ Awareness of self and how it influences the way we communicate with others ○ Infusing empathy when communicating with clients and stakeholders ○ Listening Skills ○ Verbal and non-verbal communication ○ Barriers to communication, which may include: - Language/dialects - Personal biases - Speech and hearing impairment, cognitive impairment

	• The different communication styles and when to use them to engage clients and their family members: ○ Passive ○ Aggressive ○ Passive-Aggressive ○ Assertive • Build trust with client and family members ○ Be honest with your intentions ○ Match your actions with your words ○ Be open to feedback ○ Accept the client and family members as independent individuals • Organisational guidelines, ethical principles and legal limits that guides interaction with clients and their family members • Relevant legal and/or industrial requirements in relation to support care functions, which may include: ○ Implementation Guide to Guidelines for Home Care (Agency for Integrated Care, Singapore) ○ Implementation Guide to Guidelines for Centre-Based Care (Agency for Integrated Care, Singapore) ○ Workplace Safety and Health Guidelines (Workplace Safety and Health Council) ○ National Infection Prevention and Control Guidelines for Long-Term Care Facilities (Ministry of Health) ○ Allied Health Professions Council (AHPC) guidelines on supervision and delegation of tasks to therapy support staff
Ability <i>This refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: • Use presenting opportunities to initiate communication with client and their family members, such as: ○ Extend initial communication to build rapport beyond operational issues ○ Engage family members in the running of client activities • Use communication techniques to engage client and their family members • Build rapport within legal limits and guidelines set by the organisation
Person Centred Care <i>This refers to having a</i>	Underlying principles:

<i>person centred care mind set to drive the care giver to respect and recognise the decisions/choices of the person they are taking care of.</i>	• Treating clients with dignity and respect by being aware of and supporting personal perspectives, values, beliefs, culture and preferences; respecting their privacy while encouraging independence of the individual; and listening to each other and working in partnership to design and deliver services • Rapport is built while maintaining the dignity of the client and their family members
Performance Outcome <i>This refers to the outcome of the task on the care recipient as indication of workplace success</i>	The learner is able to: • Extend engagement with clients and family members beyond operational issues and planned activities to build rapport