

## COMMUNITY CARE SKILLS STANDARDS FRAMEWORK FOR SUPPORT CARE ROLES

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| <b>Skills Domain</b>                                                                                                                                     | Inter and Intrapersonal Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Skills Category</b>                                                                                                                                   | Resilience and Self-Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Skills Standard Title</b>                                                                                                                             | Apply emotional competence to manage self and support others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Skills Standard Descriptor</b>                                                                                                                        | This skill describes the ability to manage oneself and support others. It also includes being aware of the environment, expressing empathy, guiding others, upholding integrity and building bonds with others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Skills Proficiency Level</b>                                                                                                                          | Level 2<br>(Previously 'Intermediate' under CCSSF)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Source Code</b>                                                                                                                                       | CCSSF-IIS-RSC-3002-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Knowledge</b><br><i>This refers to the gathering and cognitive processing of facts and information required to perform work tasks and activities.</i> | <p>Underpinning Knowledge:</p> <ul style="list-style-type: none"> <li>• Types of emotional states (e.g. differences between empathy and sympathy), which may include (not limited to): <ul style="list-style-type: none"> <li>○ Trust (Acceptance)</li> <li>○ Anger</li> <li>○ Anticipation (Interest/Vigilance)</li> <li>○ Disgust</li> <li>○ Joy</li> <li>○ Fear</li> <li>○ Sadness</li> <li>○ Surprise</li> <li>○ Grieving process (Elisabeth Kubler Ross Grieving Process Theory)</li> </ul> </li> <li>• Impact of such emotional states on performance and interpersonal relationships <ul style="list-style-type: none"> <li>○ Positive and negative emotional states</li> <li>○ Heightened or dulled responses</li> <li>○ Improved or reduced performance</li> </ul> </li> <li>• Ways to manage negative emotional states and impulses to interact positively with others, which may include (not limited to): <ul style="list-style-type: none"> <li>○ Focus on task at hand instead of person</li> <li>○ Hold back your first response</li> <li>○ Rethink what speaker could have meant</li> <li>○ Clarify what was just said</li> <li>○ Practice breathing exercises</li> <li>○ Refrain from making any decisions until negative state has passed</li> <li>○ Engage in physical exercise</li> <li>○ Apologise for any rash behaviour, if necessary</li> </ul> </li> <li>• Definition of Emotional Intelligence</li> <li>• Characteristics of Emotional Intelligence, which may include (not limited to): <ul style="list-style-type: none"> <li>○ Able to accurately identify emotions</li> <li>○ Able to utilise emotions to improve task outcomes</li> <li>○ Able to positively affect mood of another person</li> </ul> </li> <li>• Ways to manage cultural and background differences of individuals using emotional management techniques, which may include (not limited to): <ul style="list-style-type: none"> <li>○ Apply empathy to understand other person's context and viewpoint</li> <li>○ Clarify if meaning conveyed is unclear</li> <li>○ Recognise emotional triggers</li> <li>○ Find alternative non-triggering ways of communicating same message</li> </ul> </li> </ul> |

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|                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>○ Help other person recognise their emotional triggers</li> <li>○ Help other person overcome and get desensitised to their emotional triggers</li> <li>• Applications of Empathy to respond to emotional needs of others while upholding principles of integrity, which may include (not limited to): <ul style="list-style-type: none"> <li>○ Facilitating in the grieving process</li> <li>○ Calming down a person</li> <li>○ Defusing a high tension situation</li> <li>○ Improving another person's mood</li> <li>○ Motivating another person to action</li> </ul> </li> <li>• Applications of Emotional Intelligence to improve self <ul style="list-style-type: none"> <li>○ Confidence and adaptability in environments of uncertainty</li> <li>○ Conscientiousness and initiative in achieving goals</li> <li>○ Trustworthiness by maintaining positive relationships with integrity</li> <li>○ Optimism and curiosity in exploring and pursuing goals</li> </ul> </li> <li>• Support to others <ul style="list-style-type: none"> <li>○ Psychological support (e.g. being there)</li> <li>○ Providing emphatic listening ear</li> <li>○ Appropriate responses (e.g. therapeutic touch) to emotional behaviours</li> <li>○ Knowing when to escalate</li> <li>○ Knowing one's own boundaries and limitations of knowledge and information</li> </ul> </li> <li>• Organisational policies relating to: <ul style="list-style-type: none"> <li>○ Level of communications and disclosure between staff</li> </ul> </li> <li>• Legal and/or Industrial requirements in relation to support care functions, which may include: <ul style="list-style-type: none"> <li>○ Implementation Guide to Guidelines for Home Care (Agency for Integrated Care, Singapore)</li> <li>○ Implementation Guide to Guidelines for Centre-Based Care (Agency for Integrated Care, Singapore)</li> <li>○ Workplace Safety and Health Guidelines (Workplace Safety and Health Council)</li> <li>○ National Infection Prevention and Control Guidelines for Long-Term Care Facilities (Ministry of Health)</li> <li>○ Allied Health Professions Council (AHPC) guidelines on supervision and delegation of tasks to therapy support staff</li> </ul> </li> </ul> |
| <p><b>Ability</b><br/> <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></p> | <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Identify own emotional states</li> <li>• Conduct self-reflection, gaining insights to situations</li> <li>• Acknowledge problems/mistakes</li> <li>• Show care and concern to others</li> <li>• Apply stages of the grieving process (Elisabeth Kubler Ross Grieving Process Theory)</li> <li>• Identify potential causes or triggers of such emotions</li> <li>• Assess impact of varying emotional states on performance and interpersonal relationships <ul style="list-style-type: none"> <li>○ Positive and negative emotional states</li> </ul> </li> <li>• Manage own emotions and impulses to interact positively with others</li> <li>• Recognise differences stemming from cultures and backgrounds to support and maintain a positive emotional state and environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Apply empathy in responding to emotional needs of others to improve interpersonal relationships <ul style="list-style-type: none"> <li>○ Calming down a person</li> <li>○ Improving another person's mood</li> <li>○ Provide guidance for another person while upholding principles of integrity</li> </ul> </li> <li>• Develop self-confidence to manage self and support others</li> <li>• Provide support to others to respond to work issues and challenges</li> </ul> |
| <b>Person Centred Care</b><br><i>This refers to having a 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> | <p>Underlying principles:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                      |
| <b>Performance Outcome</b><br><i>This refers to the outcome of the task on the care recipient as indication of workplace success</i>                                                                    | <p>The support care staff is able to:</p> <ul style="list-style-type: none"> <li>• Apply Emotional Intelligence to manage oneself</li> <li>• Apply Emotional Intelligence to support others</li> <li>• Express empathy and building bonds with others</li> <li>• Guide others while upholding integrity</li> <li>• In a manner that is respectful of client's dignity, taking into consideration his/her condition, preferences and comfort level.</li> </ul>                                                       |