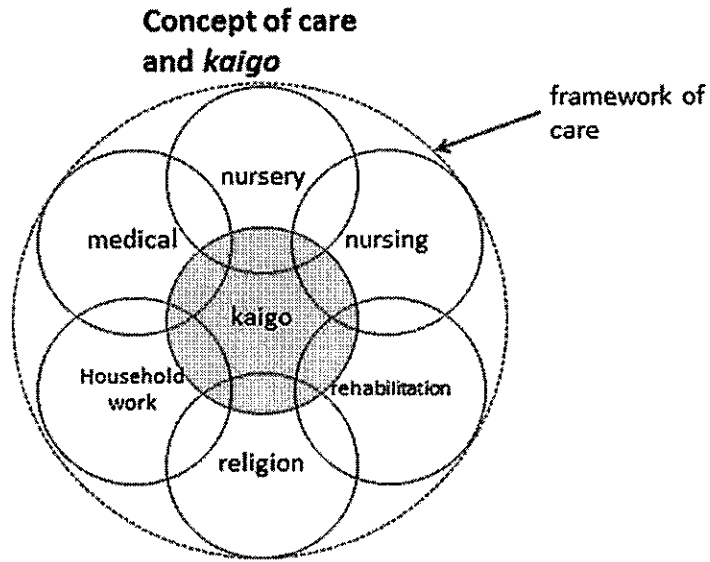


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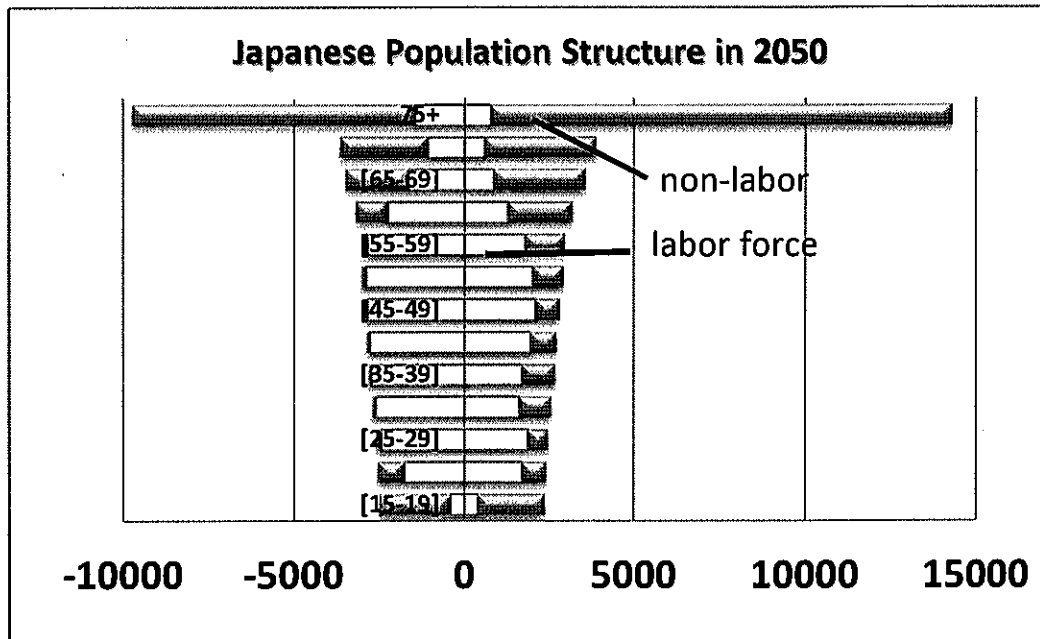
<p>4. Provide assistance with the elderly's personal care needs</p>	<p>exchanges, clarifying meaning and maintaining interaction to identify the elderly's preferences are conducted</p> <ul style="list-style-type: none"> <li>• Time and patience are scheduled in, to effectively listen to and support the elderly's preferences</li> <li>• The elderly's personal care needs (aids to daily living) are identified and assistance provided</li> <li>• Specific concerns and difficulties in meeting some personal care needs are identified, clarified and modified with the elderly in order to effectively address such concerns and problem needs</li> <li>• Aids and processes and aids for providing assistance for the elderly are identified and used as appropriate</li> <li>• Organizational policies and practices for reporting are followed as appropriate</li> <li>• The elderly's self-esteem and confidence are enhanced</li> <li>• Provisions for</li> </ul>	<ul style="list-style-type: none"> <li>• Factors affecting personal needs of the elderly – <ul style="list-style-type: none"> <li>➢ Culture</li> <li>➢ Age</li> <li>➢ Economic</li> <li>➢ Social</li> <li>➢ Gender</li> <li>➢ Physical</li> <li>➢ Emotional</li> <li>➢ Intellectual</li> <li>➢ Spiritual</li> <li>➢ Marital status</li> </ul> </li> <li>• Service/ outcomes standards documents</li> <li>• Legislation Organizational policies and practices</li> <li>• Chatting in friendly manner</li> <li>• Inquiring about the elderly's health and</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and non-verbal communication skills (language skills)</li> <li>• Ability to establish and maintain a relationship that takes into account the elderly's individual differences (e.g. age, abilities, disabilities, cultural background)</li> <li>• Oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, etc.) necessary to develop a trusting relationship with an elderly)</li> </ul>	<ul style="list-style-type: none"> <li>• Wheelchair</li> <li>• Walker</li> <li>• Cane</li> <li>• Crutches</li> <li>• Parallel Bars</li> <li>• Feeding Utensils</li> <li>• Handrails</li> <li>• Night Light</li> <li>• Commode</li> <li>• Reading Materials</li> <li>• Access to appropriate workplace</li> </ul>
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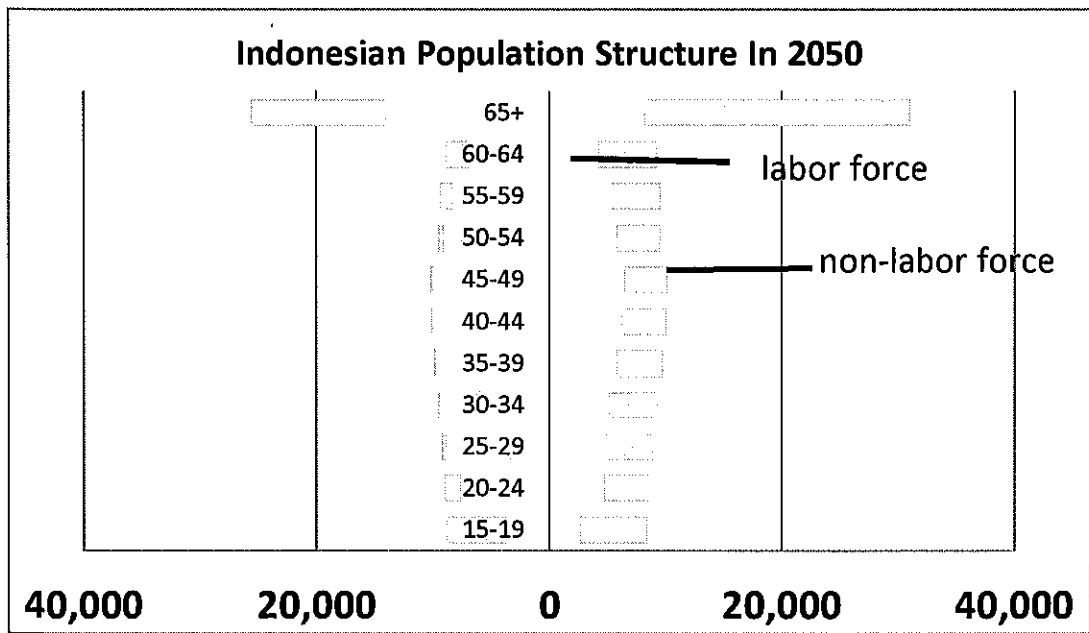
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	<p>interaction between the elderly and the community are researched and developed</p> <ul style="list-style-type: none"> <li>• Developmental and progressing personal care needs are identified, acknowledged and provided for as appropriate</li> </ul> <p>Empathy is demonstrated in supporting and caring for the elderly's feelings of grief and loss</p>	<p>wellness</p> <ul style="list-style-type: none"> <li>• Aids to daily living -             <ul style="list-style-type: none"> <li>➢ toileting</li> <li>➢ feeding</li> <li>➢ grooming</li> </ul> </li> </ul>		
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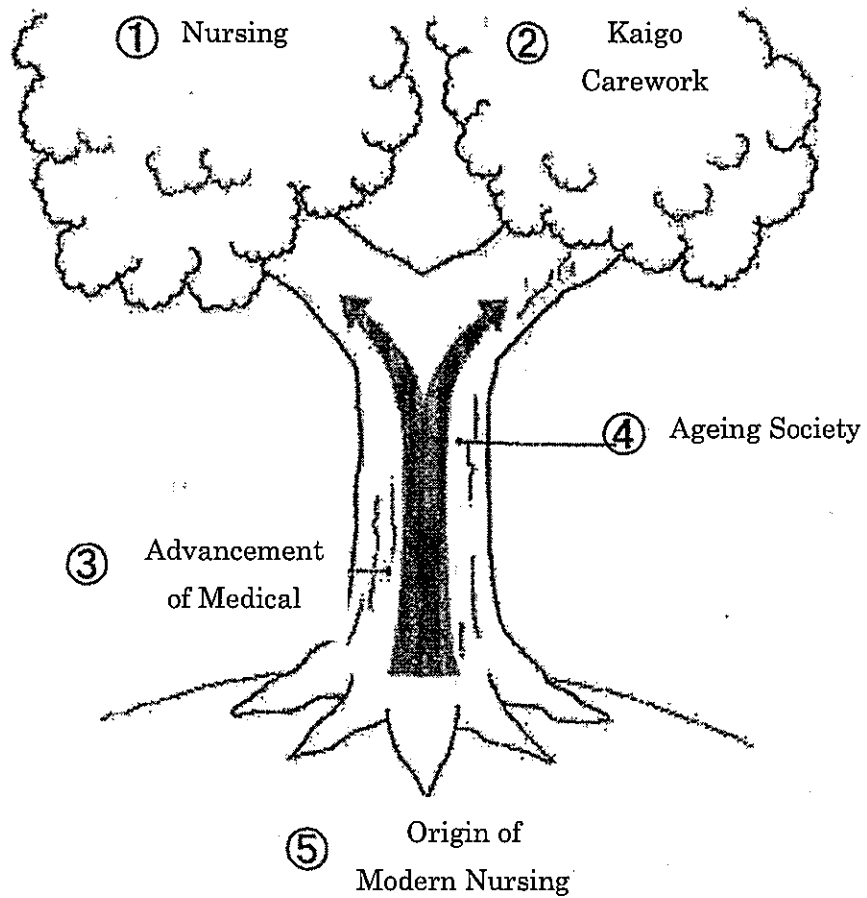


DEMOGRAPHY OF JAPAN IS CHANGING RAPIDLY. AGEING RATIO IS EXPECTED TO REACH 40 PERCENT IN 2050. THE SHAPE IS RATHER REVERSE PYRAMID.

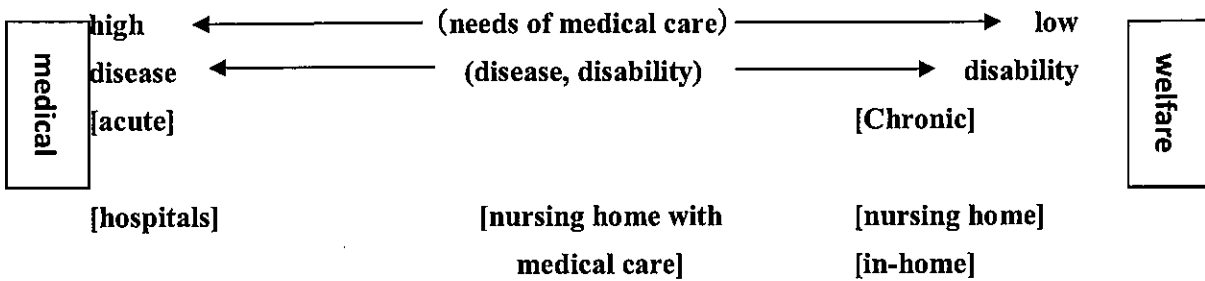
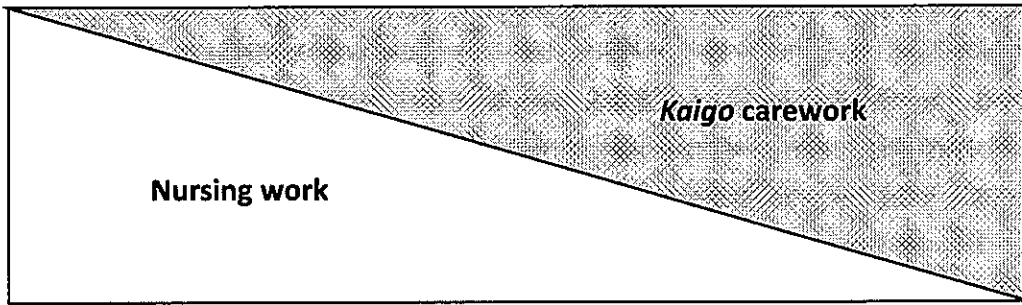




**DIFFERENTIATION OF NURSING AND KAIGO CARE**

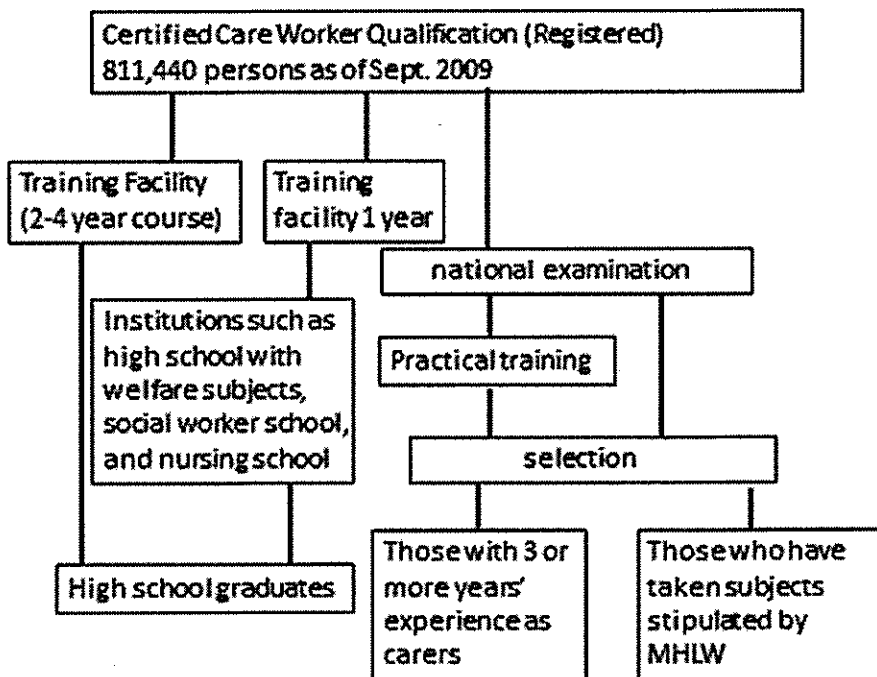


ROLE OF NURSING CARE AND CARE FROM THE PROSPECT OF DISABILITY AND DISEASE



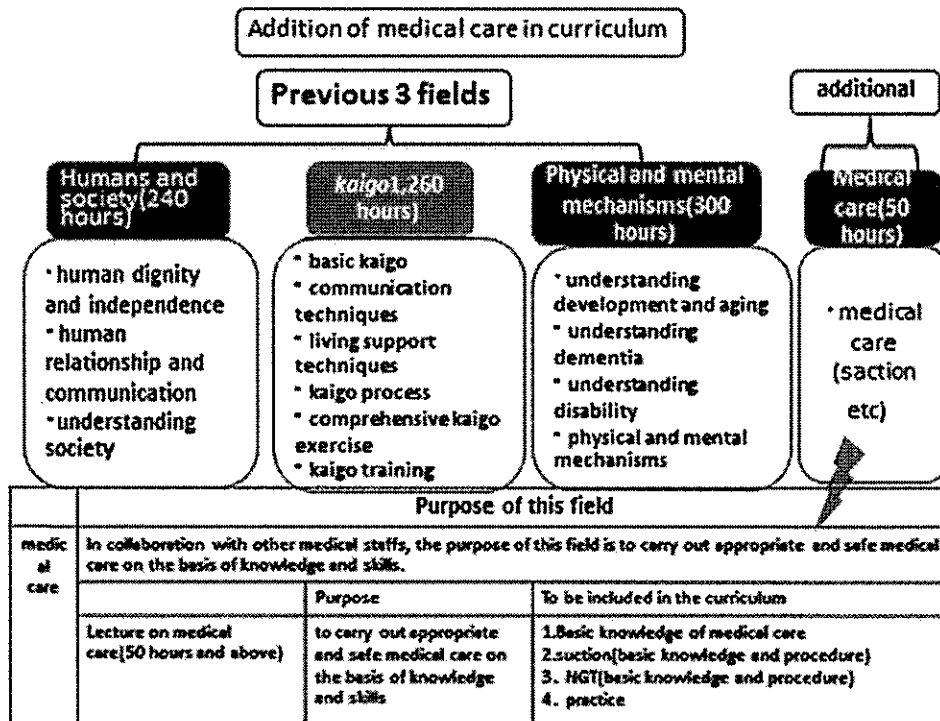
METHOD OF ACQUIRING CERTIFIED CAREWORKER QUALIFICATION

Method of acquiring the certified care worker qualification



NEW CURRICULUM THAT REQUIRES 1850 HOURS.

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**CURRICULUM OF KAIGO FUKUSHISHI (CERTIFIED CAREWORKER)**

2-Year Course: Proposed Standards for New Certified Care Workers Training Curriculum and Educational Content (Draft and curriculum for medical care is not included, source )

Goals of a certified care workers training program upon obtaining certification		
<ol style="list-style-type: none"> <li>1. Maintain a caring and empathetic attitude so as to put yourself in the position of others</li> <li>2. Acquire all the basic <i>kaigo</i>-related knowledge and skills that can be applied to any <i>kaigo</i> situation</li> <li>3. Understand the grounds for practicing <i>kaigo</i>.</li> <li>4. Understand the significance of bringing out potential abilities of people in need of <i>kaigo</i> as well as capitalizing on them.</li> <li>5. Understand the need for a team approach achieved through cross-profession cooperation to provide user-oriented services.</li> <li>6. Establish a basic understanding of <i>kaigo</i>-related social security systems and measures.</li> <li>7. Understand the roles of other professions as well as the significance of working as a team.</li> <li>8. With an aim to enable users to lead a daily life in the most familiar environment possible, properly understand each user's living circumstances, and contribute to support for independence</li> <li>9. Acquire all the basic skills for smooth communication</li> <li>10. Master the proper methods of recording and describing</li> <li>11. Put into action the protection of human rights and professional ethics.</li> </ol>		
≡	Curriculum Standards	Examples of Educational Content

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		Educational Content	Hours	Objectives	Topic To Be Included		
Understanding Humans	Compulsory	Human dignity and independence	30	To understand, based on the appreciation of human beings, the need for maintain human dignity and supporting independent, self-sustained living, and to develop foundational abilities to handle ethical issues in <i>kaigo</i> situations	Human dignity and independence  Maintain dignity and support for independence in <i>kaigo</i>	Human understanding and dignity  Human rights and dignity	<ul style="list-style-type: none"> <li>Multi-dimensional understanding of "humans"</li> <li>Dignity of humans</li> <li>Independence and self-sustainability</li> <li>Protection of rights, advocacy</li> <li>Respect for human rights</li> <li>Physical, mental, and social support for independence</li> </ul>
		Human relationships and communication	30	To enhance the understanding of humans necessary to practice <i>kaigo</i> , as well as basic communication skills to convey information to others	Formation of human relationships  Basic of communication	Human relationships and psychology  Interpersonal relationships and communication  Environment where	<ul style="list-style-type: none"> <li>Self-awareness, understanding of others, rapport, etc.</li> <li>Significance of interpersonal and communication</li> <li>Outline of interpersonal communication</li> </ul>

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						<p>communication is facilitated</p> <p>Communication Techniques</p> <p>Verbal communication using tools</p>	<ul style="list-style-type: none"> <li>• Interpersonal distance (physical/psychological distance)</li> <li>• Verbal communication</li> <li>• Non-verbal communication</li> <li>• Acceptance/empathy/listening</li> <li>• Communication using equipment</li> <li>• Communication by writing</li> </ul>
	Understanding society	Understanding society	60	1. To develop a capability to consider a human being as an individual, a member of the family, neighborhood, community, and society to understand the significance of independence	Life and welfare	<p>Basic functions of family life</p> <p>Family</p> <p>Community</p> <p>Society,</p>	<ul style="list-style-type: none"> <li>• Production labor, education/nurturing, health and welfare, reproduction, peaceful interaction, etc.</li> <li>• Concepts of a family</li> <li>• Changing family</li> <li>• Family structure and form</li> <li>• Functions and roles of a family</li> <li>• Diversified view of a family</li> <li>• Concepts of the locality</li> <li>• Concepts of the community</li> <li>• Urbanization and the local community</li> <li>• Depopulation and the local community</li> <li>• Group structure of the</li> </ul>



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				<p>nt living and to deepen understan ding of a relationshi p between human life and society as well as the transition process from self-help to public help</p>	<p>organization</p> <p>Changing lifestyle</p> <p>Changing social structure</p> <p>Living support and welfare</p> <p>Social Security System</p> <p>Basic concepts of social security</p> <p>Development</p>	<p>local community</p> <ul style="list-style-type: none"> <li>• Concepts of society/organization</li> <li>• Group support, systematization</li> <li>• Empowerment</li> <li>• Increasing employed labor, changing womanpower, changing employment pattern</li> <li>• Falling birthrate, extended healthy life expectancy</li> <li>• Leisure time</li> <li>• Life-long education, participation in local activities</li> <li>• Other</li> <li>• Industrialization/urbanization</li> <li>• Changing local community</li> <li>• Concepts of a life</li> <li>• Ideas of welfare and its history</li> <li>• Self-help, mutual help, mutual aid, and public help</li> <li>• Concepts and scope of social security</li> <li>• Roles and significance of social security</li> </ul>
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					2. To learn and understand basic ideas of social security in Japan, its history and transition, and the system itself	of the Japanese Social Security System	<ul style="list-style-type: none"> <li>Principles of social security</li> <li>Basic ideas of the Japanese Social Security System, its connection with the Constitution</li> <li>Post-war emergency aid, and development of the social security foundation</li> <li>Universal medical care insurance/pension systems</li> <li>Social Welfare Law</li> <li>6 Welfare Laws</li> <li>Rationalization/streamlining of social security expenses</li> <li>Decentralization</li> <li>Enhanced regional welfare</li> </ul>
						Basic understanding of the Japanese Social Security System	<ul style="list-style-type: none"> <li>Reformation of the social security structure</li> <li>Revenues sources for social security</li> <li>Social insurance/assistance</li> </ul>
					Long-term Care Insurance System	Security System in modern society	<ul style="list-style-type: none"> <li>Public/private health insurance systems</li> <li>Changing vital statistics, falling birthrate, and aging society</li> <li>Social security benefits and burden</li> <li>Sustainable social</li> </ul>



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					Disabled), from the viewpoint of <i>kaigo</i> practice	Independence Support System for the Disabled	Roles of organizations and groups within the Long-term Care Insurance System	<ul style="list-style-type: none"> <li>government</li> <li>Roles of prefectures</li> <li>Roles of municipalities</li> <li>Roles of designated service providers</li> <li>Roles of the Federation of National Health Insurance Associations</li> <li>Roles of care managers</li> <li>Roles of related specialist personnel</li> </ul>
							Roles of the specialists within the Long-term Care Insurance System	<ul style="list-style-type: none"> <li>Reformation of the basic social welfare structure and measures for the disabled</li> <li>Basic Plan for the Disabled, New Plan for the Disabled</li> <li>Support Benefits Plan</li> </ul>
							Background and purposes of the establishment of the Independence Support System for the Disabled	<ul style="list-style-type: none"> <li>Purposes of the Independence Support Law for the Disabled</li> <li>Independence support benefits and costs borne by members</li> <li>Service providers and facilities within the Independence Support System for the Disabled</li> </ul>
								<ul style="list-style-type: none"> <li>Roles of specialist</li> </ul>

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						<p><i>Kaigo</i>-related systems works</p> <p>Basic understanding of how the Independence Support System for the Disabled works</p> <p>Roles of organizations and groups within the Independence Support System for the Disabled</p> <p>Overview of systems to protect individual rights</p>	<p>personnel within the Independence Support System for the Disabled</p> <ul style="list-style-type: none"> <li>• Procedures for receiving welfare services for the disabled</li> <li>• Types and details of welfare services for the disabled</li> <li>• Roles of the national government</li> <li>• Roles of prefectures</li> <li>• Roles of municipalities</li> <li>• Roles of designated service providers</li> <li>• Roles of the Federation of National Health Insurance Associations</li> <li>• Systems for the protection of personal information</li> <li>• Adult Guardianship System</li> <li>• Framework of human right protection within the Social Welfare Law</li> <li>• Consumer Protection Law</li> <li>• Elderly Abuse Prevention Law</li> <li>• Health and Medical Care System for the Elderly</li> <li>• Prevention of lifestyle-related diseases, other health promotion measures</li> </ul>
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				<p>4. To gain basic knowledge on the protection of personal information and adult guardianship system from the viewpoint of <i>kaigo</i> practice</p>	<p>Overview of health, medical, and welfare measures</p> <p>Legislation necessary for collaboration between <i>kaigo</i> and relevant areas</p> <p>Overview of the Public Assistance System</p>	<ul style="list-style-type: none"> <li>• Measures against tuberculosis and infectious diseases</li> <li>• Measures against intractable diseases</li> <li>• Prevention of HIV/AIDS</li> <li>• Legislation in relation to medical personnel</li> <li>• Legislation in relation to medical institutions</li> <li>• Livelihood assistance, <i>kaigo</i> assistance</li> </ul>
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	Elective	<p>(1) Underlying mechanism of the “life” of creatures or humans</p> <p>(2) Link between mathematics and humans as well as the utilization of math in social living; Mathematical logical thinking</p> <p>(3) Basic knowledge and skills in relation to family welfare, clothing, food and housing, consumption, etc.</p> <p>(4) How organizations should be, how interpersonal relationships should be, and how human resource development should be (when you become a leader)</p> <p>(5) Fundamental problems in modern society; developing sensitivity to the society together with thoughts on lifestyles as a human being living in modern times</p> <p>(6) Other social security systems</p>	<p>(e.g.) Biology, life science</p> <p>(e.g.) Statistics, mathematics (basic), accounting</p> <p>(e.g.) Home, living skills, living culture</p> <p>(e.g.) Management, education</p> <p>(e.g.) Society, modern society, constitutionalism, politics, and economics</p> <p>(e.g.) Labor legislation, housing policies, education system, child welfare</p>
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[Objectives]					
<ol style="list-style-type: none"> <li>1. To acquire basic <i>kaigo</i> knowledge and skills that can be applied to any <i>kaigo</i> situation, regardless of who receives <i>kaigo</i> services and where the services are offered</li> <li>2. To acquire capabilities to practice <i>kaigo</i> with a focus on support for independence</li> <li>3. To acquire practical communication skill to provide mental support and assistance not only to users but also to their families</li> <li>4. To acquire capabilities to implement <i>kaigo</i> processes for specific cases in the light of cross-profession cooperation and the system structures (e.g. care management)</li> <li>5. To acquire capabilities to practice <i>kaigo</i> in consideration of the users’ safety, such as risk management</li> </ol>					
<i>Kaigo</i>	Educational Content	Hours	Objectives	Topics To Be Included	Examples of Educational Content
	Basics of <i>kaigo</i>	180	To Understand new <i>kaigo</i> concepts including “protection of dignity” and “independence support” as well as “those in need of <i>kaigo</i> ” with a focus	Circumstances of certified care workers	<p>History of <i>kaigo</i></p> <p>Background of <i>kaigo</i>-related issues</p> <ul style="list-style-type: none"> <li>• Falling birthrate &amp; aging population, changing family functions, socialization of <i>kaigo</i>, elderly abuse, changing <i>kaigo</i> needs, etc.</li> </ul>

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		on their living, and to gain understanding on <i>kaigo</i> -related safety and team care, etc.	<p>Framework to support certified care workers' function and roles</p> <p><i>Kaigo</i> that supports dignity</p> <p><i>Kaigo</i> that aims for independence</p>	<p>Certified Social Workers and Certified Care Workers Law</p> <p>Activities of professional associations</p> <p>QOL</p> <p>Normalization</p> <p>User-oriented</p> <p>Support for independence</p>	<ul style="list-style-type: none"> <li>• Definitions of a certified care worker</li> <li>• Duties of a certified care worker</li> <li>• Exclusive name and services</li> <li>• Training system</li> <li>• Registration status</li> <li>• Roles, functions, etc. as a specialist group</li> <li>• Ideas of QOL</li> <li>• Ideas of normalization, achieving normalization, etc.</li> <li>• Ideas of user-oriented services, achieving user-oriented services, etc.</li> <li>• Ideas of independence/self-sustainability, self-determination/self-choice, ideas of independence support, implementation of independence support</li> <li>• Promoting willingness to live.</li> </ul>
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					<p>Individual care</p> <p>ICF</p> <p>Rehabilitation</p> <p>Understanding people in need of <i>kaigo</i></p> <p>Understanding human diversity/complexity</p> <p>Reality of the elderly's living</p>	<p>Empowerment</p> <ul style="list-style-type: none"> <li>• Other</li> <li>• Ideas of individual care, implementation of individual care, etc.</li> <li>• Ideas of ICF, user assessment based on ICF, etc.</li> <li>• Ideas of rehabilitation</li> <li>• Reality of rehabilitation</li> </ul> <p>(1) Rehabilitation at hospital facilities</p> <p>(2) In-home rehabilitation</p> <p>(3) <i>Kaigo</i> prevention</p> <ul style="list-style-type: none"> <li>• Collaboration with rehabilitation specialists</li> <li>• Other</li> <li>• Understanding each person's characteristics (e.g. life history, values, lifestyle, living habits, diversified way of life, etc.)</li> <li>• Health conditions, daily rhythm, lifestyle, family/household structure, roles,</li> </ul>
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					<p>Understanding the living of people with disabilities</p> <p>Understanding the living environment of people in need of <i>kaigo</i></p> <p>Outline of <i>kaigo</i> services</p> <p>Characteristics of where <i>kaigo</i> services are provided</p> <p>Cross-profession</p>	<p>dwelling and environment, employment status, income, social/leisure activities, recreation, etc.</p> <ul style="list-style-type: none"> <li>• Life needs of people with disabilities</li> <li>• Life-supporting foundation (various pension systems, public assistance, long-term care insurance)</li> <li>• Reality and issues of life-supporting services</li> <li>• Other</li> <li>• Ideas of life and the living environment</li> <li>• Family</li> <li>• Community</li> <li>• Society</li> <li>• Care plans, procedures and structures of care management</li> <li>• Types of long-term care insurance services</li> <li>• Service fees, calculation standards</li> <li>• Other</li> <li>• Home</li> </ul>
				<p><i>Kaigo</i> services</p> <p>Collaboration in <i>kaigo</i> practice</p>		

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					<p>cooperation (team approach)</p> <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Other</li> </ul>
					<p>Local collaboration</p> <ul style="list-style-type: none"> <li>• Significance and purposes of cross-professions; collaboration</li> <li>• Function and roles of health and medical professionals; collaboration</li> <li>• Collaboration with other relevant professionals</li> <li>• Significance and purposes of local collaboration</li> <li>• Functions and roles of informal services (e.g. local resident volunteers); collaboration</li> <li>• Functions and roles of comprehensive community support centers; collaboration</li> </ul>
				Ethics of <i>kaigo</i> personnel	<p>Professional ethics</p> <ul style="list-style-type: none"> <li>• Functions and roles of municipalities and prefectures; collaboration</li> </ul>
					<p>Human rights of users and <i>kaigo</i></p> <ul style="list-style-type: none"> <li>• Other</li> <li>• Ethics of <i>kaigo</i> personnel</li> <li>• Ethics required in</li> </ul>

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				<p>Safety ensuring and risk management in <i>kaigo</i></p> <p>Safety of <i>kaigo</i> personnel</p>	<p>Privacy protection</p> <p>Ensure the safety in <i>kaigo</i></p> <p>Prevention of accidents, safety measures</p> <p>Anti-infection measures</p> <p>Physical and mental health management of <i>kaigo</i> personnel</p>	<p><i>kaigo</i> practice</p> <ul style="list-style-type: none"> <li>• Other</li> <li>• Prohibition of physical restraint, elderly abuse, child abuse, etc.</li> <li>• Protection of personal information, etc.</li> <li>• Observation</li> <li>• Accurate technologies</li> <li>• Forecasting, analyzing</li> <li>• Safety management</li> <li>• Emergency contact system</li> <li>• Prevention of falling/tumbling, features</li> <li>• Fire/disaster prevention measures</li> <li>• Living safety of users (e.g. unlocked doors, consumer damage, etc.)</li> <li>• Significance of prevention of infections; <i>kaigo</i></li> <li>• Basic knowledge and skills of prevention of infections</li> <li>• Infection management</li> <li>• Hygienic</li> </ul>
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