

厚生労働科学研究費補助金（政策科学総合研究事業）  
分担研究報告書

						<ul style="list-style-type: none"> <li>management</li> <li>• Other</li> <li>• Mental health management (e.g. stress, burnout syndrome, etc.)</li> <li>• Physical health management (e.g. prevention/measures against infections, prevention/measures against lower back pain, etc.)</li> <li>• Occupational safety</li> </ul>
Communication	60	To understand people in need of <i>kaigo</i> , to understand relationship based on assistance and communication for assistance, and to acquire skills to communicate within cross-profession cooperation or with users and their families	<p>Basics of communication in <i>kaigo</i></p> <p>Communication with users' families in <i>kaigo</i> situations</p>	<p>Significance, purposes, and roles of communication in <i>kaigo</i></p> <p>Establishing relationships with users' families</p> <p>Reality of communication with user's families</p>	<ul style="list-style-type: none"> <li>• Listening technique</li> <li>• Technique to pick up on users' expressions of feelings (noticing, perceptiveness, etc.)</li> <li>• Technique to gain understanding and consent</li> <li>• Counseling, advice, guidance</li> <li>• Technique to enhance motivation</li> </ul>	

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				<p>Team communication in <i>kaigo</i></p>	<p>Communication techniques in response to users' circumstances/conditions, in the practical setting</p> <p>Sharing recorded information</p>	<ul style="list-style-type: none"> <li>• Technique to coordinate a user's and his/her family's intentions</li> <li>• Other</li> <li>• Communication with people with lowered sensory functions</li> <li>• Communication with people with lowered motor functions</li> <li>• Communication with people with lower cognitive/perceptual functions</li> <li>• Other</li> <li>• Significance and purposes of recording in <i>kaigo</i></li> <li>• Types of <i>kaigo</i>-related recording</li> <li>• Methods and points to remember in relation to recording</li> <li>• Record management</li> <li>• <i>Kaigo</i>-record sharing</li> <li>• Significance of information technology (IT)-based recording, points to</li> </ul>
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					<p>Reporting</p> <ul style="list-style-type: none"> <li>remember on its utilization</li> <li>Protection of personal information in <i>kaigo</i> records</li> <li>Utilization of <i>kaigo</i> records</li> <li>Other</li> </ul> <p>Meetings</p> <ul style="list-style-type: none"> <li>Significance and purposes of reporting</li> <li>Methods and points to remember in relation to reporting, liaising, and consulting</li> <li>Other</li> <li>Significance and purposes of meetings</li> <li>Types of meetings</li> <li>Methods of meetings</li> <li>Methods and points to remember in relation to meetings</li> <li>Other</li> </ul>
Living support techniques	300	To acquire skills and knowledge to safely support living by exercising appropriate <i>kaigo</i> technique, (e.g. respecting a user's independence/self-s	Living support  Developing	Understanding a life  Living support  Significance and	<ul style="list-style-type: none"> <li>Definition of a life, life-formation process, life management, etc.</li> <li>Ideas of living support, assessment based on ICF, etc.</li> </ul>

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		<p>ustainability, bringing out his/her conditions, in the light of preserving dignity</p>	<p>the living environment for independence</p>	<p>purposes of developing the living environment</p> <p>Living space and <i>kaigo</i></p> <p>Assessment of the living environment</p> <p>Creating a safe and comfortable place to live</p> <p>Suggestions and points to remember in relation to congregate housing (e.g. facilities)</p>	<ul style="list-style-type: none"> <li>• “Place to be” and identity, place to live, dwellings, secured living in a familiar area, etc.</li> <li>• Assessing the whole picture of users based on ICF</li> <li>• Suggestions to create a safe and comfortable place to live (e.g. ensuring a comfortable indoor environment, configuration of bathroom, toilet, or kitchen, ensuring privacy and promoting interactions, care for safety, etc.)</li> <li>• House refurbishment</li> <li>• Making a house barrier-free</li> <li>• Universal design</li> <li>• Other</li> <li>• Unit care, living room as a private compartment,</li> </ul>
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				<p>Roles of and collaboration with other professionals</p> <p>Grooming assistance for independence</p> <p>Significance and purposes of grooming</p> <p>Assessment of users in terms of grooming</p> <p><i>Kaigo</i> that brings joy in living habits and grooming</p> <p>Assessment of abilities to coordinate grooming and dressing activities, and assisting techniques</p> <p>Points to remember when assisting in grooming based on user's conditions and circumstances</p>	<p>creating familiar living space, etc.</p> <ul style="list-style-type: none"> <li>• Assessment based on ICF</li> <li>• Suggestions to bring joy in living habits and dressing through <i>kaigo</i></li> </ul> <p>(1) Grooming (e.g. face washing, hair styling, shaving, nail clipping, makeup, etc.)</p> <p>(2) Oral hygiene</p> <p>(3) Dressing/undressing</p> <ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember when assisting people with lowered motor functions</li> </ul>
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				<p>Mobility assistance for independence</p> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of mobility</p> <p>Assessment of users in terms of mobility</p> <p><i>Kaigo</i> that supports safe and free movements</p> <p>Assistance techniques for moving or transferring safely and properly</p> <p>Points to remember in relation to mobility assistance based on</p>	<ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered cognitive/perceptual functions</li> <li>• Assessment based on ICF</li> <li>• Suggestions to support safe and free movements through <i>kaigo</i> (e.g. creating the proper environment for going out, social participation, leisure activities, recreation, etc.)</li> </ul> <p>(1) Technique for walking assistance</p> <p>(2) Technique for wheelchair assistance</p> <p>(3) Maintaining comfortable positions</p> <p>(4) Changing positions</p> <p>Points to remember</p>
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				<p>Eating assistance for independence</p> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of eating</p> <p>Assessment of users in terms of eating</p> <p><i>Kaigo</i> that supports “enjoyment in eating”</p> <p>Assistance techniques for safe and proper eating</p> <p>Points to remember on assistance based on users’ conditions</p>	<p>user’s conditions and circumstances</p> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of eating</p> <p>Assessment of users in terms of eating</p> <p><i>Kaigo</i> that supports “enjoyment in eating”</p> <p>Assistance techniques for safe and proper eating</p> <p>Points to remember on assistance based on users’ conditions</p>	<p>when assisting people with lowered sensory functions</p> <p>Points to remember when assisting people with lowered motor functions</p> <p>Points to remember when assisting people with lowered cognitive/perceptual functions</p> <ul style="list-style-type: none"> <li>• Assessment based on ICF</li> <li>• Suggestions to support “enjoyment in eating” through <i>kaigo</i> (e.g. creation of an environment that promotes enjoyable eating, attention to tableware, suggestions to interest users in menus, etc.)</li> </ul>
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				<p>Bathing/hygiene assistance for independence</p> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of bathing</p> <p>Assessment of users in terms of bathing</p> <p><i>Kaigo</i> that supports refreshment and comfort</p>	<p>and circumstances</p> <ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember when assisting people with lowered motor function</li> <li>• Points to remember when assisting people with lowered cognitive/perceptual functions</li> <li>• Points to remember in a daily life to prevent accidental aspiration or choking</li> <li>• Points to remember in daily life to prevent dehydration</li> <li>• Assessment based on ICF</li> </ul> <p>Suggestions to support refreshment and comfort through <i>kaigo</i> (e.g. creation of an environment that promotes enjoyable bathing experience,</p>
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				<p>Assistance techniques for safe and proper bathing</p> <p>Points to remember on assistance based on users' conditions and circumstances</p> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of elimination</p> <p>Assessment of users in terms of elimination</p> <p><i>Kaigo</i> that supports pleasant elimination</p>	<p>personal contact, communication, etc.)</p> <p>(1) Bathing (2) Taking a shower (3) Complete bed bath (4) Genital care (5) Foot/hand bath (6) Shampooing</p> <ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember when assisting people with lowered motor functions</li> <li>• Points to remember when assisting people with lowered cognitive/perceptual functions</li> </ul> <p>Assessment based on ICF</p> <p>Suggestions to support pleasant elimination through <i>kaigo</i> (e.g. strategies not to discourage users from</p>
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					<p>eliminating, creation of an environment that enables users to eliminate without embarrassment, etc.)</p> <p>Assistance techniques for safe and proper elimination</p> <p>Points to remember in relation to assistance based on users' conditions and circumstances</p> <p>Housework assistance for independence</p> <p>Roles of and collaboration with other professions</p>	<p>(1) Toilet</p> <p>(2) Portable toilet</p> <p>(3) Urine collector/bed pan</p> <p>(4) Diaper</p> <ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember when assisting people with lowered motor functions</li> <li>• Points to remember when assisting people with lowered cognitive/perceptual functions</li> <li>• Points to remember in daily life to prevent constipation/diarrhea</li> <li>• Points to remember in daily life for people suffering from frequent urination</li> <li>• Points to remember when a user has incontinence</li> </ul>
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				<p>Significance and purposes of housework</p> <p>Assessment of users in terms of housework</p> <p><i>Kaigo</i> that supports involvement in housework</p> <p>Assistance techniques for housework</p> <p>Sleeping assistance for independence</p>	<p>Points to remember in relation to assistance based on users' conditions and circumstances</p>	<ul style="list-style-type: none"> <li>• Assessment based on ICF</li> </ul> <p>Suggestions to support involvement in housework through <i>kaigo</i> (e.g. enhancing willingness)</p> <ol style="list-style-type: none"> <li>(1) Cooking (incl. Utilization of prepared food, food storage, catering services)</li> <li>(2) Laundry</li> <li>(3) Cleaning/garbage disposal</li> <li>(4) Sewing</li> <li>(5) Hygiene management of clothing/bed-clothing</li> <li>(6) Shopping</li> <li>(7) Household/household finance management</li> </ol> <ul style="list-style-type: none"> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember</li> </ul>
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					<p>when assisting people with lowered motor functions</p> <ul style="list-style-type: none"> <li>• Points to remember when <i>assisting</i> people with lowered cognitive/perceptual functions</li> </ul> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of sleeping</p> <p>Assessment of users in terms of sleeping</p> <p><i>Kaigo</i> for sound sleep</p> <p>Techniques to promote sound sleep</p> <p>Points to remember in relation to assistance based on users' conditions and circumstances</p>	<ul style="list-style-type: none"> <li>• Assessment based on ICF</li> <li>• Suggestions for achieving sound sleep through <i>kaigo</i></li> <li>• Points to remember when assisting people with lowered sensory functions</li> <li>• Points to remember when assisting people with lowered motor functions</li> <li>• Points to remember when assisting people with lowered cognitive/perceptual</li> </ul>
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					<p>functions</p> <ul style="list-style-type: none"> <li>• Response in case of insomnia</li> </ul> <p>Roles of and collaboration with other professions</p> <p>Significance and purposes of end-of-life <i>kaigo</i></p> <p>Assessment of users at the end of life</p> <p>Collaboration with medical care</p> <p>End-of-life <i>kaigo</i></p> <p><i>Kaigo</i> on the deathbed</p> <p>Grief care</p>	<ul style="list-style-type: none"> <li>• Preserving dignity at the end of life</li> <li>• Prior confirmation of intent</li> <li>• Assessment based on ICF</li> </ul> <p>Systems for attending (i.e. special fees in response to symptom development, special <i>kaigo</i> fees for attending end-of-life patients)</p> <ul style="list-style-type: none"> <li>• Response in case of insomnia</li> </ul>
<i>Kaigo</i> processes	150	To acquire capabilities to consolidate knowledge and skills obtained through other subjects, implement <i>kaigo</i> processes, develop <i>kaigo</i> plans,	Significance of <i>kaigo</i> processes	Significance and purposes/goals of <i>kaigo</i> processes	<p>Information gathering and assessment</p> <p>Challenges, goals</p>	<ul style="list-style-type: none"> <li>• How challenges and</li> </ul>

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			and provide appropriate <i>kaigo</i> services	Practical implementation of <i>kaigo</i> processes	<p>Planning Implementation Evaluation</p> <p>Reality of <i>kaigo</i> process implementation for independence</p> <p>Reality of <i>kaigo</i> process implementation based on users' conditions and circumstances</p> <p><i>Kaigo</i> processes and team approach</p>	<p>goals of living support should be understood</p> <ul style="list-style-type: none"> <li>• Other</li> <li>• Purposes of evaluation</li> <li>• Details and methods of evaluation</li> <li>• other</li> </ul>
Comprehensive <i>Kaigo</i> Exercise	120	<p>Aiming to enhance training outcomes, comprehensively review and practice the necessary knowledge and skills for training along with capabilities to implement <i>kaigo</i> processes, based on individual achievement levels, by reviewing <i>kaigo</i> techniques, holding orientations at facilities and post-training debriefing sessions, and scheduling specific dates for learning at training facilities during the training period.</p> <p>Comprehensive <i>Kaigo</i> Exercise is part of field training.</p>				
<i>Kaigo</i> Training	450	<p>(1) Understand individual care in various living environments by respecting each person's daily rhythm and personality, and apprehend certified care workers' roles as part of a team through communication with users' families, <i>kaigo</i> techniques,</p>				

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			<p>cross-profession cooperation with relevant organizations.</p> <p>(2) Understand each person's daily rhythm and personality to perform individual care, develop user-specific <i>kaigo</i> plans to clarify challenges faced by each user, implement <i>kaigo</i> processes including post-practice evaluation and corresponding modification to the plans, consolidate knowledge and skills learned through other subjects, and acquire practical skills fundamental to specific <i>kaigo</i> service delivery.</p>
	Subtotal	1260	

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アジアにおける介護従事者の国際移動と協調体制の構築に関する研究  
総合研究報告書（平成 23 年度）

研究代表者 安里和晃

606-8051 京都市左京区吉田本町  
京都大学大学院文学研究科

Ministry of Health, Labour and Welfare  
Health and Labour Sciences Research Grants  
Research on Policy Planning and Evaluation

ASATO Wako ed.,

Research on International Movement of Careworkers and  
Construction of Collaboration System in Asia

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