

論文**Degree of Specialization of Students Who Completed an Elderly Care and Wellbeing Program in College for Early Childhood Care Professionals**

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1 . Purpose

Certified care workers in Japan only qualify after qualifying as childcare workers. Elderly care itself is not a separate skill, but a fundamental mentality of interpersonal care with childcare at its foundation. Elderly care in this sense could be one link in a chain of lifelong care that continues on from childcare.

2 . Programs and activities for early childhood care worker students**2. 1. Training course for certified care and early childhood care worker students**

At this university, people who have qualified either as nursery school teachers or as type 2 kindergarten teachers over the course of a two-year training course, have subsequently deepened their studies during a one-year advanced course for graduates in care work, and have taken state examinations and qualified as certified care workers. Accordingly, they have expert knowledge and practical skills as nursery school and kindergarten teachers, and on the basis of that experience they have acquired expert knowledge and practical skills in caregiving and could be thought of as experts in professions concerning people from infancy to old age.

There are two ways to qualify as a certified care worker:

Table 1. Ways to qualify as a certified care worker

(1) Graduating from a training institution designated by the Minister of Health, Labour, and Welfare; (2) Working in care, etc. for three years or more, and passing a certified care worker state examination. Training institution stipulated in (1) is a school designated by the Minister of Health, Labour and Welfare, such as a vocational school, junior college, or university and requirement is graduating from such a school.

After graduating from this training, it is possible to become certified by registering one's care work qualifications. Training institution stipulated in (2) requires that a person has at least three years' experience practicing care work, or has graduated from a high school course in social welfare; it is possible to qualify and register as a certified care worker, if one meets the qualifications of candidacy for the care worker state examination, and if one passes the examination.

Becoming simply a certified care worker using the methods above involves acquiring qualifications and experience, such as working in the target field (e.g. with elderly people and so on). However, those who have completed specialist courses in care work at this university enter the workplace with deeper expert knowledge and practical skills, due to having studied elderly care from the perspective of lifelong development, based on their study of infant child development and care. Studying elderly care on the foundation of their study of infant care may make it possible to provide appropriate care and support to diverse people.

Therefore, the present study considers the importance and necessity of a foundation in infant care and early childhood education, based on the state of end-of-life patients being cared for at a hospital by exchange experience volunteers, as part of volunteer activities by newly-enrolled students aiming to become certified care workers via a two-year training course in infant care.

2. 2. Disposition of childcare workers (prior research)

According to Oda et al. (2003), "natural and beautiful things, the various cultures to which humanity has given rise, relating to people, sharing in delight, pleasure, and sadness, and many little everyday efforts, all pile up", and then through that kind of "experience, one can be liberated from the world of the limited self, and continue to question how one lives as a person, forming a rich sense of humanity," which they claim is a necessary disposition as a caregiver. Moreover, Masuda (2004) states in relation to students at vocational nursery school, "By training in childcare and going into the field as a volunteer, and encountering difficult children around you, you feel things other

than just the enjoyment of playing with children, a new conception of childcare buds, and you develop a disposition as a caregiver. It is also necessary to master nursing techniques and skills by working directly with children, but at the same time, when you have encountered many various children, it is essential to develop skill at responding patiently and carefully with an awareness of children's interiority."

In other words, the disposition of a nursery school teacher could be thought of as relating to people, and in relating to people, responding not just superficially, but reading and understanding their interiority.

2. 3. Care work training course curriculum at this university

The subjects of study during the course of the one year are as shown in the curriculum tree below, which comprises 63 units based on courses in the first and second semester.

2. 4. Necessary disposition of a certified care worker

Following the Ministry of Health, Labour and Welfare's "report on the review meeting envisioning doctors and nurses' ways of working based on the current state of medical care" (6th April 2017), as specialists in care work, certified care workers not only need to play a core role in providing care locally, but also must be able to respond, including with lifestyle support, as care needs become more complex, diverse, or sophisticated, such as due to increased elderly people with cognitive impairments, increased households made up only of a single elderly person or an elderly couple, changes in family structure, changes in socio-economic situation, increases in people with physical handicaps living in the area due to promotion of regional migration or social participation of physically handicapped people.

Moreover, given that their vocation is caring for people who are impaired in everyday life, and giving the person in question and their care guidance on caregiving, certified care workers must support the person's sense of empowerment, with the aim of supporting them to have a dignified, independent everyday life, and must also advise on how to contribute to reducing the burden of care on families, based on their opinion

on the compatibility of the family's care and employment. Furthermore, from the perspective of preventive care, certified care workers also play a role in supporting the target persons to maintain and improve their condition.

2. 5 .Report and study on practice

At this university, the Retreat in Shinsei Hospital has been carried out as a volunteer activity. All students on the care work course participated in this activity, and hospital practice was carried out through personal experience volunteer activities in exchange with the hospital.

By actually entering the hospital, meeting patients, and offering conversations and hand massages, they were able to respond to feelings of companionship, pay attention to the strength or weakness and tone of a patient's voice, as well as their body language and facial expression when listening to their companion, and see the kindness and consideration that often come about based on their study at nursing care department.

For students specializing in care work, half a year is not long enough for professional study, but they were often amazed when responding individually to patients, and were able to make practical use of the technical skills required to become a certified care worker. In particular, when caring for terminal patients, even students who had studied caregiving for half a year worried about whether their ways of responding or touching the patients would cause pain. Even in prior consultations with teachers or nearby staff at the hospital, the opinion was that it might be better not to respond to terminal care patients with individual conversation or bodily contact of hand massages, but to give precedence to the patient's feelings.

However, patients whose state was being observed by students going to work on the ward relied on hand massages, so it was decided that they would be provided.

Students paid meticulous attention to patients, and in particular the physical contact of hand massages allowed patients to smile because of their polite and cheerful response, and they were able to care for people who were in poor physical condition for about one hour. These successes were not just down to their technical skill and knowledge, but rather, because their kindness and consideration to others through

studying childcare had given them a deep understanding of personal relations as basic attitude. We were able to have conviction that studying childcare as the foundation gave students the disposition necessary when aiming to become certified care workers. What has been felt seeing the students was without asking about patients' personal circumstances or condition, students observing the state of patients gradually got close to their companions emotionally, opened their hearts, and had an attitude of connecting through everyday conversation. There were some patients who were taciturn and would not allow others to get close to them, but the feeling of being sincerely cared for through hand massages led to conversation, with laughter along the way.

In this way, in only half a year, students specializing in care work were able to develop ever more as they brought about positive outcomes from each of their activities as volunteers, and this was not just because of their study of care work, but also because of their study at nursing care department which formed their foundation, and their knowledge of nursing, techniques, experience, and care mindset may have continued into their study of caregiving. In Japan, acquiring a disposition as nursery school teachers or kindergarten teachers, and balancing the disposition of a certified care worker, and broadening and deepening it through relating to people, yet it could be that the care worker curriculum was adopted as a natural posture through high performance when volunteering, particularly the medical skills, communication skills, ethics, and human dignity.

Based on the above, certified care workers in Japan should perhaps only qualify after qualifying as childcare workers. Considered this way, one could say that elderly care itself is not a separate skill, but a fundamental mentality of interpersonal care with childcare at its foundation. Elderly care in this sense could be one link in a chain of lifelong care that continues on from childcare.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

Picture 1-5. Activities of hand massages and mini concerts in the elderly care units and the palliative care unit of the Retreat in Shinsei Hospital and its satellite institutes

3. Results & Discussion

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4 . Conclusion

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保育士養成短期大学における専攻科介護福祉専攻を修了した 学生の専門性について

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ケアに携わる者として、対人関係を良好に築くことは重要な力の1つである。本学では、保育科で2年間の学びを経て、その後、1年間介護福祉専攻においてさらに高齢者や入院患者への理解や技術などを学び、介護福祉士と社会福祉主事の資格を取得できるシステムになっている。

学外活動の様子では、患者と向き合う態度や受け止め方、声のかけ方、身のこなしや表情、話の受け答えなど、保育科卒業生と比べ、半年間の教育養成期間を経験しただけではあるが、目を見張る成長が多々ある。

特に、現場実習の一環として、終末医療患者へのケアを学ぶプログラムがある。事前の教員や病院側のスタッフとの協議では、終末医療の患者への対応は、患者の気持ちを優先して個別の会話や体に触れるハンドマッサージは、実施しない方がよいらろうという見解だった。しかし、現場で実際に活動を開始してみると、学生が丁寧に朗らかな対応で患者の笑顔を引き出す様子を見てハンドマッサージも可能だと現場で判断し、急きょ実施することとなった。学生たちは患者が抱える個人の課題を聞き出すことなく、相手の心情にゆっくりと寄り添い、心を開かせ、会話につなげ、寡黙で他者を寄せ付けない態度だった患者とも会話をふくませ、話の途中からは笑いあいながら会話をしていた。その自然体の技術は、教員や病棟担当介護士、病棟看護師たちを驚かせるテクニックであった。

このような対人関係の気づきやケアが可能なのは、保育科での子どものケアについての学びを基礎として、さらに生涯発達の視点から多様な人々と触れ合う機会や、より深い介護福祉の専門知識を学習することで、獲得したものと思われる。

キーワード：保育者養成、介護福祉士養成