

Title: Personnel Training for Nursing Care Staff in Elderly Nursing Care
Facilities
—A Focus on Onsite Learning—

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Recently, many establishments in the caregiving industry have been confronted with a constant shortage of personnel. Moreover, there is a demand for qualitative improvement of nursing services as nursing needs increase and become more sophisticated and diverse. The number of temporary workers is on the rise, and a variety of personnel from fields other than welfare are working in nursing sites regardless of whether they possess qualifications or experience. In this context, the issue of training personnel to engage in nursing services has emerged.

Until now, discussion pertaining to the training of nursing care personnel has progressed with a focus on education in vocational schools and on training intended for onsite workers, yet this has occurred separately. In addition, this discussion has recently been marked by a tendency to define the work and skills tailored to the career path of onsite workers, and to adjust the corresponding system of human resource development by emphasizing on training.

Therefore, in this study, we hypothesized the existence of three “settings of nursing carer professional growth,” namely, education in vocational nursing care schools, during in-service training, and at care sites. Moreover, by examining the various mechanisms of personnel training performed through practical training, where development, education, and care sites meet, as well as in corporations or offices, where in-service training and care sites meet, we intended to identify the factors associated with professional growth on a multifaceted and comprehensive level.

Particularly, in this study, where we treated care workers as the “agents of growth”, we laid emphasis on “onsite learning” for nursing care workers by drawing on the concept of “Workplace Learning.” Based on an interview survey, we examined how workers that carry the responsibility of nursing care view “professional growth” and through what sort of events they experience it. As a result, we found that growth would be experienced due to a variety of triggers, and it is not limited to previous forms of trainings such as On the Job Training(OJT), Off the Job Training(Off-JT) and Self Development System(SDS). It could also occur through daily engagement with service users, terminal care, learning experiences through training or guidance, changes in hierarchy and employment rank, presentations and debriefings in and outside of organizations, multidisciplinary cooperation and team growth, and experiences of transferring departments or leaving work sites. Additionally, we noticed the existence of a positive spiral in nursing care professional growth, characterized by 1) independent identification of tasks in the workplace, 2) consideration

and study toward resolution or realization, 3) transmission and sharing of acquired knowledge to surrounding workers, and 4) tackling of issues as a team whilst involving one's surroundings. The study indicated that grasping this spiral in its entirety will become crucial when planning future personnel development activities. Our findings demonstrated that in-service training, a topic actively talked about as a means of personnel development, emerged as one of the factors supporting this spiral of growth. Additionally, we revealed the need for putting in place the conditions, which sustain this spiral of growth.