

Analysis of the Needs of Nursing Home Care Workers for the Use of Online Practice Educational Content

Yong-Duck Kim¹, Hey-Jeong Hwang^{2*}, Dong-Yeon Choi³,
Seon-ah Park⁴

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^{1,3} Professor, Dept. of Faculty of Liberal arts education, Konyang Cyber University

^{*2} Professor, Dept. of Health & Welfare Management, Konyang Cyber University,

⁴ Professor, Dept. of Social Welfare, Konyang Cyber University, Daejeon, Korea

ydkim@kycu.ac.kr¹, hhj@kycu.ac.kr^{2*}, dychoi@kycu.ac.kr³,

gocoro2@kycu.ac.kr⁴

Corresponding author*: mobile Phone: +82-010-2410-5687 hhj@kycu.ac.kr

Abstract

Background/Objectives: The importance and frequency of practice training usage by nursing home care workers were investigated based on their vocation to gather basic information for developing practice content relevant to work.

Methods/Statistical analysis: The reasons behind needs for online hands-on training based on occupation were determined by descriptive statistics and chi-square verification using SPSS Window Ver. 25.0. A baseline was established, each score was depicted as a radar chart, and priorities were set by calculating the average of the importance and frequency of use of hands-on training. Finally, the essential components of the additional hands-on training were analyzed and arranged using Word Cloud.

Findings: For nursing home care workers, special care (dementia), emergency response, emotional activity support, and health care activity support were the tasks with an average importance score of 3.74 ± 0.87 and a frequency of use score of 3.49 ± 0.84 for hands-on training. Nursing home care managers had a higher average importance and frequency of use scores than caregivers. Special care tasks (dementia) had an average importance and frequency of use scores of 3.97 ± 0.85 and 3.66 ± 0.96 , respectively. The priority analysis performed by calculating the sum of the importance and frequency of use scores for the practice training of nursing home care workers and managers revealed that the first and second positions were special care (dementia) and emergency response, respectively, and were observed for both nursing home care workers and managers. However, after the third position, it varied depending on the characteristics of each occupation.

Improvements/Applications: The improvement of nursing home care skills through online care practice training programs is critical to improve the quality of life of elderly long-term care service recipients in the future. Furthermore, interventional studies are needed to verify the effectiveness of practice content training. Therefore, qualitative research involving in-depth interviews and content analysis with experts is recommended to obtain results that reflect the expertise of the profession.

Keywords: nursing home care workers, online practice content, importance, frequency of use, long-term care services for the elderly

1. Introduction

There are no restrictions on educational background or age to receive a nursing home care workers curriculum in the city. Those who apply for training at an educational institution recognized by the province and pass the State Notice after 80 h of theoretical practice and 80 h of field practice are permitted to work as nursing home care workers [1]. The nursing home care workers exam subjects are evaluated with a total of 80 questions, including 35 written questions (Nursing Care Theory: Introduction to Nursing Care, Basic Knowledge of Nursing Care, Basic Nursing Care Memorandum, Special Care Memorandum) and 45 Practical Questions on Nursing Care. As a nursing care provider, it is challenging to take care of the subject in the field immediately following the training and examination process [1,2]. In Japan, there is an integrated and efficient senior care-related service management system that combines care workers, home helpers, and services. It provides case-oriented medical care training and increases its connection to the field through qualification examinations [3–5]. However, although nursing home care workers in

Korea require on-the-job training to maintain and develop knowledge and abilities for professional improvement and quality development after the completion of training for national certification, the existing education system is insufficient. There are no regulations regarding the completion of remuneration education for nationally certified nursing home care workers [6].

Although job training is being provided, the educational content is not standardized. The role of the nursing home care workers is to perform basic to semi-professional services depending on the occupation. There is a gap between the role that the relevant system or organization expects the nursing home care workers to perform and the personnel who provide the services due to a lack of appropriate training [7].

Long-term care services for the elderly are not limited to physical care. However, they are based on the concept of assisting the elderly with physical and mental disabilities in daily activities that they are unable to perform on their own. It is an interpersonal service with field-based expertise in self-reliance assistance, which employs residual abilities to enable us to live an active life [8]. However, there is a lack of awareness of the subject and a lack of content for standardized, systematized hands-on training for contextual and appropriate care services in the actual field [9]. The ability of nursing home care workers to provide care will significantly impact the future of long-term care facilities and the quality of life of those receiving the care [10].

Therefore, in this study, we investigated the importance and frequency of use of practice education according to the occupation of the nursing home care workers, and we further aimed to utilize this information to design online practice content necessary for future practical training.

2. Materials and Methods

This study encompasses nursing home care workers and managers, currently employed as nursing home care workers at five institutions in Area S. The final analysis sample consisted of 120 individuals, excluding the eight who responded to the survey after receiving an explanation of the purpose of this study and a recruitment notice in November 2020.

The data collected in this study were analyzed using SPSS Window Ver. 25.0, the statistical significance was determined at a level of less than 0.05, descriptive statistics and chi-square verification were used, and the average of the importance and frequency of use of the occupations was measured to establish a baseline. Each score was visualized in the form of a radar chart, and the priority was determined. Additionally, the essential components of the hands-on training were investigated and organized using Word Cloud.

3. Results and Discussion

3.1. General Characteristics

There were 104 (86.6%) women participants, with 80 of them (93.0%; $p < 0.05$) in the nursing home care workers group, and 64 (53.3%) participants were between 50 and 59 years of age, of which 52 (60.5%) were nursing home care workers. Additionally, 39 (32.5%) participants had less than 3 years of service experience, while 19 (55.9%) nursing home care managers had more than 11 years of experience, which was significantly high ($p < 0.001$) (Table 1).

Table 1. General Characteristics

Classification	Nursing home care workers		Nursing home care managers		total	
	N	%	N	%	N	%
Gender	$p < 0.05$					
male	6	7.0	10	29.4	16	13.3
female	80	93.0	24	70.6	104	86.6
Age(years)	$p < 0.001$					
≤ 39	1	1.2	7	20.6	8	6.7
40–49	14	16.3	14	41.2	28	23.3
50–59	52	60.5	12	35.3	64	53.3

≥60	19	22.1	1	2.9	20	16.7
Career(years)				p < 0.001		
≤3	34	47.9	5	14.7	39	32.5
4–10	27	38.0	10	29.4	37	30.8
≥11	10	14.1	19	55.9	29	24.2
total	86	71.7	34	28.3	120	100

3.2. Practical training in case of spread of an infectious disease

Regarding the need for online hands-on training, the proportion of nursing home care workers who were "able to see again whenever they need to" was high at 27 (46.6%), whereas the proportion of nursing home care managers who were "afraid of infectious diseases" was 10 (52.6%). Regarding the appropriate lecturers for practical training, 70 (82.4%) nursing home care workers and 25 (73.5%) nursing home care managers were "employees with more than 5 years of relevant work experience" (Table 2).

Table 2. Practical training in case of spread of infectious disease

Classification	Nursing home care workers		Nursing home care managers		total	
	N	%	N	%	N	%
Why You Need Online Practical Training?	p = 0.613					
Fear of contagious diseases during field training.	25	43.1	10	52.6	35	45.5
The one-time education was soon forgotten.	4	6.9	-	-	4	5.2
To see you again when you need it.	27	46.6	8	42.1	35	45.5
I can watch and follow.	2	3.4	1	5.3	3	3.9
Appropriate instructors for practical training	p = 0.279					
Professor in the related field.	15	17.6	9	26.5	24	20.2
Those with more than 5 years of related work experience.	70	82.4	25	73.5	95	79.8

3.3 Ranking of task importance and frequency of use for practical training

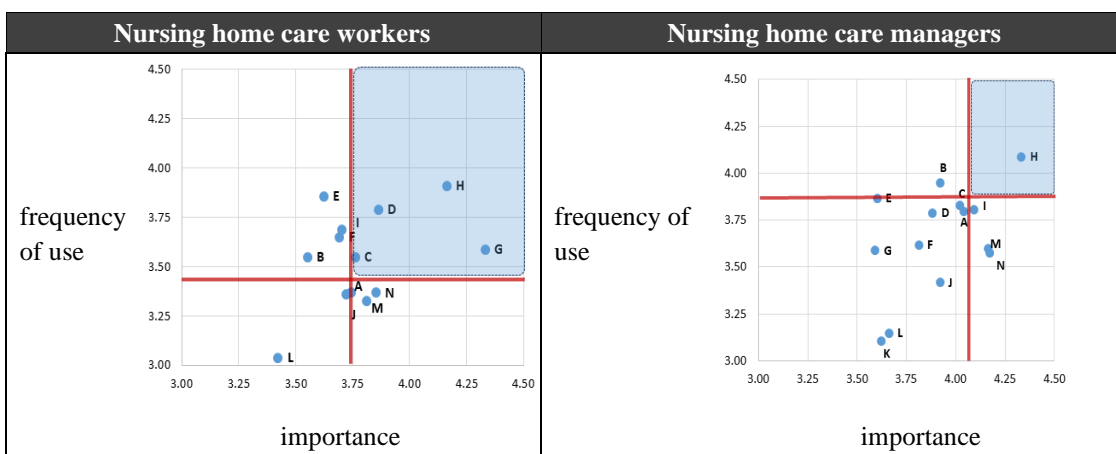
On the basis of tasks, special care (dementia), emergency response, emotional activity support, and health care activity support were determined to have an average importance score of 3.74 ± 0.87 and a frequency of use score of 3.49 ± 0.84 for nursing home care workers practice training. In the case of nursing home care managers, special care (dementia) and tasks with a higher average importance (3.97 ± 0.85) and frequency scores (3.66 ± 0.96) than nursing home care workers were observed.

The sum of the importance and frequency of use scores for the nursing home care workers hands-on training showed the following priorities: special care (dementia), emergency response, emotional activity support, household activity support, etc. For nursing care managers, the priorities were as follows: special care

(dementia), emergency response, administrative affairs, sanitary activity support, etc. The rankings of the tasks were the same for the first and second positions, but after the third, they varied according to the work characteristics of each occupation (Table 3).

Table 3. Analysis of importance and frequency of use scores by task for nursing home care workers and managers. Data are represented as mean \pm SD.

Task	Nursing home care workers (n = 86)		Rank	Nursing home care managers (n = 34)		Rank
	Importance score	frequency of use score		Importance score	frequency of use score	
A. physical activity support	3.74 \pm 0.87	3.37 \pm 0.84	10	4.04 \pm 0.85	3.80 \pm 0.94	6
B. hygiene activity support	3.55 \pm 0.91	3.55 \pm 0.81	11	3.92 \pm 0.88	3.95 \pm 1.09	4
C. health management support	3.76 \pm 0.91	3.55 \pm 0.81	7	4.02 \pm 0.86	3.83 \pm 0.94	5
D. emotional activity support	3.86 \pm 0.56	3.79 \pm 0.47	3	3.88 \pm 0.00	3.79 \pm 0.00	9
E. housekeeping support	3.62 \pm 0.87	3.86 \pm 0.77	4	3.60 \pm 1.05	3.87 \pm 1.19	10
F. social activity support	3.69 \pm 0.86	3.65 \pm 0.87	6	3.81 \pm 0.93	3.62 \pm 1.05	11
G. emergency response	4.33 \pm 0.47	3.59 \pm 0.66	2	4.33 \pm 0.00	3.59 \pm 0.00	2
H. special care (dementia)	4.16 \pm 0.91	3.91 \pm 0.83	1	4.33 \pm 0.89	4.09 \pm 0.99	1
I. administrative work	3.70 \pm 0.82	3.69 \pm 0.80	5	4.09 \pm 0.90	3.81 \pm 1.02	3
J. self-development	3.72 \pm 0.84	3.36 \pm 0.89	12	3.92 \pm 1.04	3.42 \pm 1.15	12
K. personnel management	3.17 \pm 1.11	2.81 \pm 1.03	14	3.62 \pm 1.11	3.11 \pm 1.17	14
L. education training	3.42 \pm 1.23	3.04 \pm 1.13	13	3.66 \pm 1.24	3.15 \pm 1.46	13
M. safety measure	3.81 \pm 0.89	3.33 \pm 0.88	9	4.16 \pm 1.05	3.60 \pm 1.17	7
N. emotional labor management	3.85 \pm 0.93	3.37 \pm 0.98	8	4.17 \pm 1.11	3.58 \pm 1.20	8
mean	3.74 \pm 0.87	3.49 \pm 0.84		3.97 \pm 0.85	3.66 \pm 0.96	



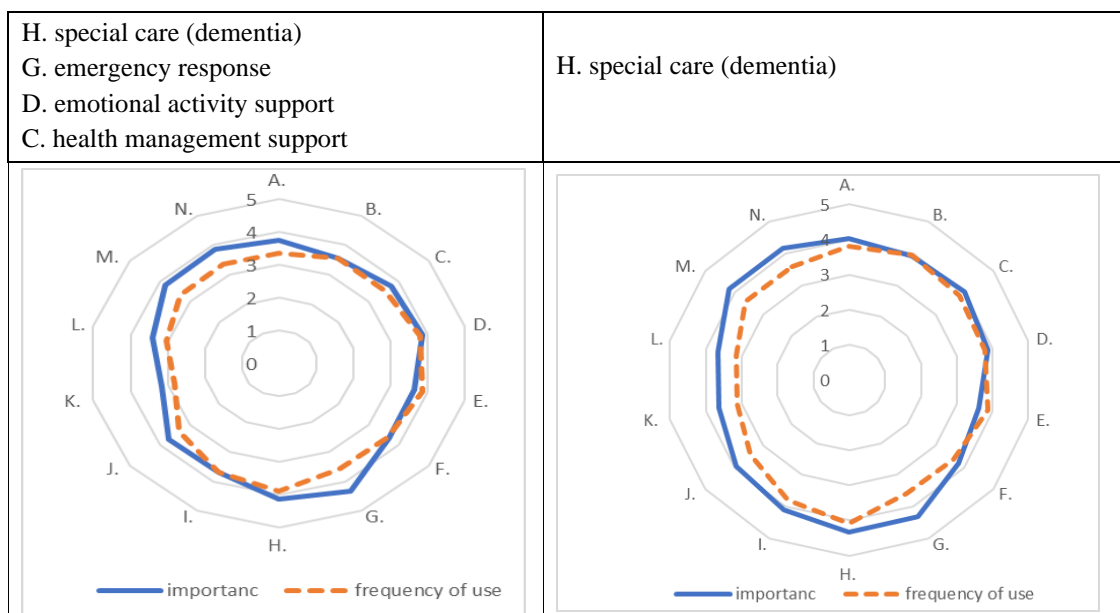


Figure 1. Analysis of importance and frequency of use scores by tasks for senior caregivers and managers *

*This figure was prepared by extracting some of the contents of the paper presented at ICCT2022.

3.4. Additional content included in the practical training

Additional inclusions in the practical training of nursing home care workers include “communication skills,” “understanding the characteristics of dementia,” “organizational structure,” “understanding culture,” “regulation and communication of organizational hierarchy,” “human rights sensitivity education,” “frequent disease and site importance” [Figure 2].

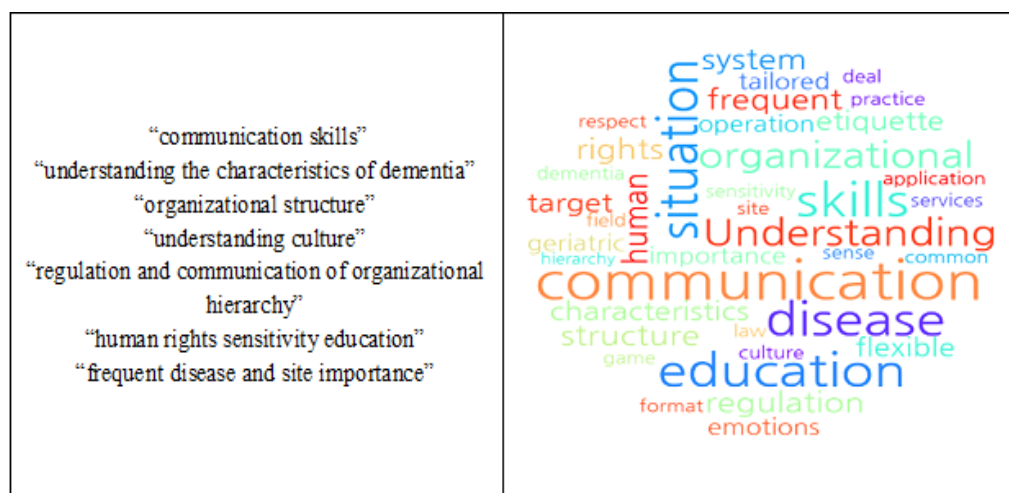


Figure 2. Additional content included in the practical training

Regarding the frequency and importance of the tasks performed by nursing home care workers, special care (dementia), emergency response, emotional activity support, and household activity ranked higher than the other jobs. This is in accordance with a previous study showing the prevalence of nursing skills, such as emergency response, emotional activity support, and housekeeping support [10].

The current study reported that nursing home caregivers performed special nursing care (dementia), emergency response, administrative work, hygiene activity support, etc. The analysis of the job responsibilities by occupation revealed that the head of the nursing home care workers team had many job links with nurses, such as preparing for the elderly in the hospital, supporting the early adaptation, providing daily life support, health

support, emergency relief, and training for daily life behavior [11]. Similar results were observed in previous studies that suggested the need for first aid, safety management, prevention of nursing home-acquired diseases, and the need for professional ethics and self-development as the focus areas of on-the-job training for nursing home care workers [7].

Therefore, in order to improve the quality of the job services provided by nursing home care workers, it is necessary not only to provide on-the-job training, but also to operate the current long-term care insurance system for the elderly, which requires a systematic hands-on training program that is applicable in the field of care for the elderly.

4. Conclusion

The need for the development of customized online practice content based on the work characteristics of the profession has been demonstrated in this investigation. A care practice training program using online practice content that allows learning and review to be conducted regardless of time and place is urgently required to improve the quality of life of elderly long-term care recipients in the future. Furthermore, interventional study is necessary to verify the efficiency of practical content training. It is recommended to conduct qualitative research using in-depth interviews and content analysis with experts in the country to obtain results based on the expertise in the related profession.

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