



Analysis of Considerations when Developing Online Practical Training Contents for Senior Caregivers: Focus Group Interview -based on Activity Theory

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Abstract

Background/Objectives: It is required to nurture senior caregivers with caring competence, and for this purpose, this study analyzes the needs for design of practical contents for senior caregivers, using activity theory.

Methods/Statistical analysis: 25 senior caregivers working 7 centers of the Seoul Social Service Center were interviewed to design the practical training contents. After obtaining IRB, the interview was conducted as a one-on-one telephone interview for 60 minutes. The analysis of needs for the development of practical education contents for senior caregivers was confirmed in the subject-purpose-tool area of the activity theory, and key words appearing here were identified and analyzed.

Findings: The demands derived from activity theory in the subject, goal, and tool area are as follows. First, the effective aspect of practical training contents for senior caregivers is that 'care' through 'education', 'service', and 'practical education' are linked to various learning. These demands are in line with previous studies that these demands can be used not only as a measure of work activity, but also as an indicator to check one's own abilities. Second, the part that caregivers expect through learning is 'regular' in various contexts such as 'practice', 'job' and 'service' learning through 'education' and 'crisis', 'site', 'actual', etc. to improve 'adaptability'. It is in line with previous studies that learners want to have the ability to prepare for each situation and have the skills appropriate for their job through periodic and repetitive education. Lastly, in terms of the method of providing learning content and the viewpoint of useful tools, the most dominant demand is 'online education capable of repeated learning in the form of a mixture of on and off learning'.

Improvements/Applications: This study will suggest implications for developing practical content for professional caregivers with online theoretical education and face-to-face practice for physical support activities in the Covid-19 era.

Keywords: senior caregivers, online practice content, activity theory, need analysis, instructional design

1. Introduction

As the number of recipients of long-term care increases, the social demand for long-term care facilities is increasing. Specifically, it is expected that 6,999 nursing facilities, 5,020 day/night care facilities, and approximately 530,000 senior caregivers will be needed in Korea by 2022 [1]. The nursing care professional qualification system is a policy that professionally performs physical and housework support services for the elderly who have difficulty in performing independent daily life due to geriatric diseases such as dementia and stroke [2]. According to the Elderly Welfare Act, an operator of a welfare facility for the elderly shall have a caretaker who professionally performs tasks such as support for physical activity or housework for the elderly, as prescribed by ordinance of the Ministry of Health and Welfare. Despite this continuous increase in demand, the proportion of senior caregivers with expertise and working for more than 5 years is only 6.4% of the total [3]. Therefore, it is necessary to provide differentiated educational contents to develop job-related training areas in terms of career development and professional reinforcement in long-term care homes.

To become a senior caregiver, one must complete a total 240 hours of education, 80 hours of theoretical lectures, 80 hours of practical practice, and 80 hours of field training [1]. Specifically, in relation to nursing care-related systems and services, it is necessary to learn the social welfare system and the elderly health welfare service system, and learn the purpose of nursing care work, professional ethics and attitudes,

understanding of the recipients of care, and medical/nursing basics knowledge must be learned [4]. And in the case of care protection, intake care, excretion care, personal hygiene and environmental care, position change and movement care, stability and infection control care, housework and daily life support, communication and leisure support, service use support must be completed. It is necessary to complete a variety of practical training, ranging from recording and reporting on care work to special care for dementia care, end-of-life and hospice care, and first aid skills [5]. After such education, senior caregivers should receive an opportunity to continuously apply the content to be educated through field practice [6,9]. In a social phenomenon in which the demand for senior caregivers is increasing, the provision of educational courses for nurturing senior caregivers with qualitatively correct competencies as well as securing of quantitative experts has become an essential institutional support measure.

As we have seen so far, as society is aging, the importance of providing a curriculum to continuously strengthen the training and competency of professional senior caregivers cannot be overemphasized. To this end, rather than the existing lecture-style education method, it is necessary to operate participant-centered education such as repeated practice, field trip, practice, group discussion, etc. In addition, it is necessary to organize the educational content focusing on the characteristics and coping methods in terms of each user case [7]. After COVID-19, the importance of online education, which is a non-face-to-

face education using digital devices such as smartphones or tablet PCs, for acquiring basic knowledge is rising. Online education has the advantage of being able for learners to learn anytime and anywhere, adjusting the speed and difficulty of learning according to the learner's level, and repeatedly acquiring various learning contents while excluding risk factors. The aspect of using these various media and tools also needs to be considered for the practical education of senior caregivers.

The purpose of this study is to derive the demands for developing the optimal practical education contents through the development of training contents for senior caregivers and the survey on the educational demand of private institutions. For this purpose, focus group interviews were conducted with caregiver managers. For the analysis of interview content, content analysis was conducted in the area of subject-purpose-tool of activity theory. These contents are intended to be used as basic data for the development of non-face-to-face online practical contents necessary for practical education.

2. Methods

2.1. Participants

In order to develop instructional design for practical training contents of senior caregivers, in this study, interviews were conducted with the heads of the 7 centers of the Seoul Service Center and their senior caregivers. In-depth interviews were conducted with 25 senior caregivers. The method was conducted as a qualitative questionnaire, and interviews were recorded and transcribed in order to utilize all

interview data. As for the male to female ratio, the ratio of females (77%) was higher than that of males (23%), and 10 to 15 years (56%) of each career accounted for the highest percentage, and composition ratio was shown in the order of 5 to 10 years (26.5%). 5 years or less (14.7%), and 15 years or more (3%).

2.2. Data Collection Procedure

The in-depth interview for qualitative research was conducted through a one-on-one telephone interview after pre-scheduling using an interview questionnaire after IRB approval was obtained in November, 2020. A pre-trained investigator explained the purpose and contents of this study to the relevant senior caregiver-related expert, and after obtaining consent to participate in the study, it was conducted for about 60 minutes. The interview was conducted based on the interview questionnaire, and the in-depth interview was flexibly adjusted according to the interviewee's answers and interview progress.

2.3. Composition of questionnaire for data collection

In this study, activity theory was used as a framework to analyze the needs of developing practical contents for senior caregivers. Activity theory shows how human consciousness and activity are constructed and interact with each other in a social context. This theory, which sees behavior as the basic unit for understanding various human behaviors, looks upon subjects, tools, and goals as a collective concept that mediates organically connected human activities.

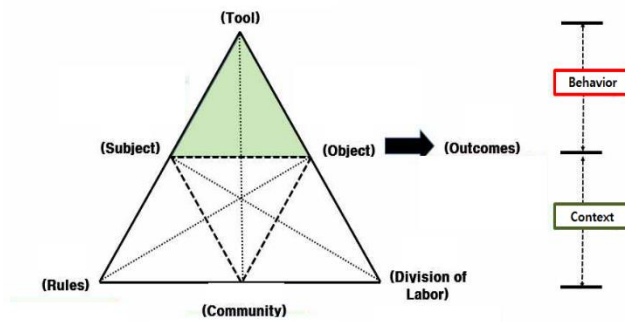


Figure 1. Components of the activity system [8]

Activity theory explains how human consciousness and activities are constructed in social contexts as shown in Figure 1[8]. In this theory, activity is viewed as a basic unit of analysis for understanding human behavior, and it is analyzed in terms of systemic interactions with various socio-cultural components. Activity theory does not view components such as subjects, tools, and goals as independent entities, but attempts to explain it as a collective concept that mediates human activities culturally and technologically. As activity theory is being used as a theoretical analysis framework useful for the development and design of technology-based teaching and learning environments, this study collected opinions on the subject, goal, and tool domains in the upper part of the behavioral domain of activity theory. As a question for each area, first, in the subject area, what kind of care recipients were helped by the learning content and in what aspects it was helpful were investigated. Second, regarding the goal aspect, what is expected from the learning content was investigated. Lastly, regarding tools, what method (on/off/mixed)

do the learners want in respect of learning (practice) content provided, which tool (method) is most appropriate for learning the practice content, and what kind of practice content is most appropriate, and how many minutes of theory learning time is appropriate were investigated.

3. Results and Discussion

3.1. Subject: Analysis result of what kind of care recipients the learning content was helpful and in what aspects it is helpful

In terms of the effectiveness of senior caregivers' practical education contents, 'care' through 'education', 'service', and 'practical education' is enable a variety of learning, and various subjects such as nursing and physical therapists who perform actual work in this field. It can be seen that job training, care service, job training and practical training are helpful areas, including occupational therapists, senior caregivers. and occupational therapists. In these contents, it can be seen that the demand for being able to master the work of senior caregivers in various situations and apply the learned contents immediately to the field is dominant [9,11]. These activities can be used as a measure of daily work activity and are in line with previous studies that show one's own abilities can be verified. The educational effect of instilling confidence and a sense of responsibility in the profession as well as the technical aspect of providing specialized care to senior caregivers who have completed education is essential. As implied in its meaning, senior caregivers are carrying out the task of taking care of others. Therefore, it is required to develop and operate practical contents to

develop into competent professionals by controlling themselves in various emergency situations and acquiring problem-solving procedures.

3.2. Purpose: Analysis result of what to expect from the learning contents

It was possible to derive various opinions and demands about the parts expected of senior caregivers through learning. First of all, we expect to learn 'jobs and services' through 'practice' and 'education'. Students are expected to learn to improve their 'adaptability' on a 'regular' basis in various contexts. In addition, it is expected to be able to learn through a 'repetitive' and immediate 'manual' that can prepare for 'fear' situations. These research results can be directly applied to the field through education, in case of emergency, senior caregivers want to be provided with professional and accurate service and to acquire the ability to flexibly solve problems, and they want to improve their confidence in the motivational part of senior caregivers [10]. On the other hand, senior caregivers hope that the quality of care services will be improved through the job training confirmation and evaluation system, and their competency will be strengthened so that they can perform their duties at a certain level in any situation. These contents are about the defining characteristics of senior caregivers who want to be equipped with skills suitable for the job and equipped with ability to prepare for each situation through periodic and repeated education, rather than being provided mainly with fragmentary knowledge and guidance as a rigid procedure [11].

3.3. Tools: Analysis result of how the practice content is expected to be provided and which tool is the most appropriate for learning the practice content

It was possible to confirm the need for the method of providing the learning content and the aspect of useful tools. The demand for 'online education capable of repeated learning in the form of a mixture of face-to-face and non-face-to-face learning is the most dominant, and also it is demanded to be provided with methods that converge various field experiences through 'experience, field, method, and service provision'. In terms of non-face-to-face learning media, the demand for learning tools centered on repetition and review learning was also confirmed. Senior caregivers have difficulties in accessing and using online devices due to their age, and they tend to prefer face-to-face classes where they can ask questions directly. The demand for such a learning environment has two sides. The first is a method of providing user-friendly tools for learners who lack access and motivation due to lack of computer ability, and the second is a direction that excludes designs for non-face-to-face learning from the beginning [12]. However, since non-face-to-face learning and face-to-face learning are required to be mixed, it is necessary to provide content that can be used as an opportunity to review difficult parts in practical education after non-face-to-face theoretical education. In addition, these contents allow the caregivers to freely use time and space and to use the online data they require. Therefore, there is a great demand for a mixed form of face-to-face education to directly practice first aid

and repeated learning through video. Due to Covid-19, mixed learning environment of non-face-to-face theoretical education and face-to-face practical education has become essential, and in terms of providing practical content, the demand for specialization through online theoretical education and face-to-face practice for physical support activities is dominant.

4. Conclusion

The following conclusions can be drawn from this study. First, in the demand for development of practical training contents for senior caregivers, the most dominant demand is to acquire training for working mastery in various situations and then apply it to the field. It was confirmed that education for qualification acquisition should be provided in the form of compulsory education for senior caregivers in the care workforce, and there is a great demand for various continuing education that can be applied to the field.

Second, the learning contents of practical contents expected by senior caregivers are practical education that can be applied in various situations, which should be provided regularly. Since there is a vague fear of things that have not yet been experienced, manuals that can be used immediately and contents that repeatedly hone skills should be provided. A variety of standardized support systems should be considered together so that education becomes a practical form of practice rather than separating practice and theoretical education.

Third, it can be said that online education environment that can be repeated

learning by mixing face-to-face and non-face-to-face is the most important topic of tool aspects. Senior caregivers are demographically older and have a characteristic that they cannot spend time only on educational content, but are able to work and study at the same time. And senior caregivers don't have enough time and effort to check the content once passed. Therefore, it is necessary to create and provide an educational environment that can use various time, places, and tools more repeatedly. To this end, it is necessary to provide a learning environment in which repetition and review learning is possible through various mobile media, and an environment in which the learned contents can be checked and put into practice.

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