

専門日本語入門

場面から学ぶ 介護の日本語

【翻訳ノート 英語版】



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本書の一部あるいは全部について、著作者から文書による承諾を得ずに、いかなる方法においても、無断で転載・複写・複製することは法律で固く禁じられています。

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PART I

Translation : Essential vocabulary

第1課

| | | |
|--------------|-------|-----------------------------|
| 起床〔する〕 | きしょう | wake-up |
| 学習の前に | | |
| 利用者 | りようしゃ | resident, care service user |
| 睡眠 | すいみん | sleep |

「睡眠」に関する言葉

| | | |
|-----------|-------------|--|
| ～に関する | ～にかんする | concerning ... |
| 起き上がる | おきあがる | get up |
| 起こす | おこす | wake up |
| 目を覚ます | めをさます | awake |
| 目が覚める | めがさめる | awaken |
| 目覚める | めざめる | arise from sleep |
| 眠る | ねむる | sleep |
| 寝坊する | ねぼうする | wake up late |
| 昼寝〔する〕 | ひるね | nap |
| 居眠り〔する〕 | いねむり | catnap |
| 睡眠（～を取る） | すいみん（～をとる） | sleep (get some ...) |
| 寝不足 | ねぶそく | poor sleep |
| 夢をみる | ゆめをみる | dream |
| 目がさえる | めがさえる | become wide awake |
| 寝つけない | ねつけない | have a hard time falling asleep |
| 寝つきがいい／悪い | ねつきがいい／わるい | fall asleep easily/have trouble falling asleep |
| 眠りが深い／浅い | ねむりがふかい／あさい | deep sleep/light sleep |
| ぐっすり眠る | ぐっすりねむる | sleep well |
| うとうとする | | doze |
| 寝言を言う | ねごとをいう | talk in one's sleep |
| いびきをかく | | snore |

会話

| | | |
|-------|--------|---------------------|
| 夜中 | よなか | night, midnight |
| 困難な | こんなんな | difficult |
| 久しぶりに | ひさしぶりに | after a long time |
| 布団 | ふとん | bedclothes |
| 心配な | しんぱいな | bothering, worrying |

| | | |
|-------|--------|--|
| 阪神 | はんしん | Hanshin (a professional baseball team in Hyogo Prefecture) |
| 試合 | しあい | game |
| 勝つ | かつ | win |
| 一人で | ひとりで | by yourself |
| 職員 | しょくいん | staff |
| どのような | | what |
| 順序 | じゅんじょ | order |
| 声かけ | こえかけ | calling out |
| 体調 | たいちょう | physical condition |
| 確認する | かくにんする | check |

会話の練習

| | | |
|--------|---------|---------------------------|
| 繰り返す | くりかえす | repeat |
| 表現する | ひょうげんする | express |
| 下線 | かせん | underline |
| 話題 | わだい | topic |
| 相撲 | すもう | sumo wrestling |
| 詳しい | くわしい | be familiar |
| (相撲に～) | (すもうに～) | (... with sumo wrestling) |
| 看護師 | かんごし | nurse |
| 気がかりな | きがかりな | anxious |

ロールプレイ

| | | |
|--------|----------|----------------------------|
| (60) 代 | (60) だい | in his/her (60)s |
| (起床) 時 | (きしょう) じ | at the time of (waking-up) |
| 介助〔する〕 | かいじょ | assistance |
| 曇る | くもる | be cloudy |

会話をまとめる

| | | |
|--------|--------|------------------|
| みんなで | | together |
| 昨晚 | さくばん | last night |
| 前の晩 | まえのばん | the night before |
| 換気〔する〕 | かんき | ventilation |
| 行う | おこなう | do |
| 前日 | ぜんじつ | the day before |
| 話をする | はなしをする | talk |
| 終える | おえる | finish |

表現の練習

| | | |
|---------|--------|----------------|
| 肩 | かた | shoulder |
| マッサージする | | massage |
| 声をかける | こえをかける | call out |
| 介護〔する〕 | かいご | care |
| 国際 | こくさい | international |
| 首相 | しゅしょう | prime minister |
| 記事 | きじ | article |

書く練習

| | | |
|----|-------|-------------|
| 情報 | じょうほう | information |
|----|-------|-------------|

第2課

| | | |
|------|--------|------------------|
| 体温 | たいおん | body temperature |
| 測定する | そくていする | take, measure |

学習の前に

| | | |
|----|-----|---------------|
| 施設 | しせつ | care facility |
|----|-----|---------------|

「体温測定」に関する言葉

| | | |
|--------------|---------------|---------------------------|
| 平熱 | へいねつ | normal temperature |
| 微熱 | びねつ | slight fever |
| 高熱 | こうねつ | high fever |
| (37) 度 (2) 分 | (37) ど (2) ぶ | (37.2) degrees Celsius |
| (37 度) 台 | (37 ど) だい | in the (37) -degree range |
| 体温計 | たいおんけい | thermometer |
| はさむ (体温計を～) | はさむ(たいおんけいを～) | place (... a thermometer) |
| (風邪) 気味 | (かぜ) ぎみ | have a slight (cold) |
| 腰 | こし | lower back |
| だるい | | sluggish |
| 熱っぽい | ねつつぽい | feverish |

会話

| | | |
|-----------|---------------|-------------------------------------|
| 具合 | ぐあい | condition |
| 汗をかく | あせをかく | sweat |
| 湯たんぽ | ゆたんぽ | hot-water bottle |
| ここ一週間 | ここいっしゅうかん | the past one week |
| 冷え込む | ひえこむ | get cold |
| (体温を測る) 際 | (たいおんをはかる) さい | when (taking someone's temperature) |
| 申し出る | もうしでる | offer |

ロールプレイ

| | | |
|------|--------|----------|
| 対応する | たいおうする | respond |
| 食欲 | しょくよく | appetite |

会話をまとめる

| | | |
|--------|--------|-----------------|
| わきの下 | わきのした | under one's arm |
| 気温 | きおん | air temperature |
| 変化〔する〕 | へんか | change |
| 静養する | せいようする | rest |

表現の練習

| | | |
|--------|---------|-----------------|
| クリスマス会 | クリスマスかい | Christmas party |
| 不自由な | ふじゆうな | disabled |
| 車いす | くるまいす | wheelchair |
| 使用する | しようする | use |
| 自由な | じゆうな | free |
| 動かす | うごかす | move |

Explanation of expression

| | |
|--------------------------|------------|
| ～ため (に)、～ | |
| V } 普通形 A } ふつうけい | } ため (に)、～ |
| Na 普通形(～だ → ～な) ふつうけい | |
| N 普通形(～だ → ～の) ふつうけい | |

The phrase that comes before *ため* represents a cause and what comes after it is the effect. Although the effect can be positive or negative, it is more likely to be a negative one. These sentences cannot be ended with an expression that represents the speaker's intention, and are often used in written Japanese, for example expository writing such as news articles.

- ① 石油の値段が上がったため、ガソリンやその他の品物の値段も上がった。
せきゆ ねだん あ た しなもの ねだん あ
As oil prices have soared, prices of gasoline and other products have also surged.
- ② 大雪のために、新幹線が1時間近く遅れています。
おおゆき しんかんせん じかんちか おく
The Shinkansen is running almost one hour late due to heavy snow.

第3課

整容〔する〕

せいよう

grooming

学習の前に

身だしなみ

みだしなみ

appearance

整える(身だしなみを～)

ととのえる(みだしなみを～)

groom

とかす(髪を～)

とかす(かみを～)

comb (... hair)

「整容」に関する言葉

結ぶ

むすぶ

tie

まとめる(髪を～)

まとめる(かみを～)

tidy (... hair)

まとまる(髪が～)

まとまる(かみが～)

be well set (hair ...)

ブラッシング〔する〕

brushing

乾かす

かわかす

dry

かける(ドライヤーを～)

use (... a dryer)

そる(ひげを～)

shave (... the face)

洗顔〔する〕

せんがん

face washing

整髪〔する〕

せいはつ

hair styling

化粧〔する〕

けしょう

makeup

さっぱり〔する〕

refreshing

くし

comb

ヘアブラシ

hair brush

ドライヤー

hair dryer

ひげ

beard

ひげそり

shaver

爪切り

つめきり

nail clippers

髪型／ヘアスタイル

かみがた／ヘアスタイル

hairstyle

服装

ふくそう

clothes

鏡

かがみ

mirror

会話

| | | |
|---------|----------|--------------------|
| 軽度の | けいどの | mild, slight |
| 認知症 | にんちしょう | dementia |
| 自力で | じりきで | by oneself |
| (起床) 後 | (きしょう) ご | after (getting up) |
| かご | | basket |
| ゴム | | rubber band |
| 何だか | なんだか | for some reason |
| 美容院 | びよういん | beauty salon |
| シャンプーする | | shampoo |

会話の練習

| | | |
|--------|-------|----------------------|
| 前髪 | まえがみ | bangs, fringe |
| 留める | とめる | pin |
| ヘアピン | | hairpin |
| リハビリ | | rehabilitation |
| 体操〔する〕 | たいそう | exercise |
| 髪留め | かみどめ | barrette, hair slide |
| 共感〔する〕 | きょうかん | empathy |
| 示す | しめす | show |
| たたく | | pat |
| 若返る | わかがえる | become younger |
| 勧める | すすめる | suggest |
| 盆踊り | ぼんおどり | Bon festival dance |

ロールプレイ

| | | |
|------|---------|-----------|
| いつもの | | usual |
| 洗面台 | せんめんだい | washbasin |
| 思い出話 | おもいでばなし | memories |

会話をまとめる

| | | |
|------|--------|--------------|
| 満足する | まんぞくする | be satisfied |
| 気に入る | きにいる | like |
| 移動する | いどうする | move |

表現の練習

| | | |
|----|------|----------------|
| 昨年 | さくねん | last year |
| 左右 | さゆう | right and left |

Explanation of expression

～際（に）、～

| | | | | |
|----|--------------------|--------------|---|-----------------|
| V | } | 普通形 ふつうけい | } | 際に／は／には、～ さい |
| A | | | | |
| Na | 普通形（だ→～な） ふつうけい | | | |
| N | 普通形（だ→の） ふつうけい | | | |

～ 際（に） is synonymous with ～ 時_{とき}. It is a proactive expression used when the speaker “does something at the right time or does something else by taking advantage of the opportunity.” It is always followed by something which the speaker does on purpose; it sounds unnatural when it is followed by something that occurs independently of the speaker’s intention, such as a happenstance or a natural phenomenon. The expression is more formal than ～時_{とき}.

- ① 国へ帰る際に、お世話になった人にあいさつに行こうと思っている。
くに かえ さい せ わ ひと い おも

I am thinking of calling on those who have helped me to say thank you to them before leaving for my home country.

- ② 今度東京へ行った際には、是非、木村先生にお目にかかりたい。
こんどうきょう い さい せ ひ きむらせんせい め

I definitely want to see Mr. Kimura when I go to Tokyo next time.

- ③ 御用の際は、９番にお電話ください。
ごよう さい ばん でんわ

If you need anything, please call No. 9.

第4課

口腔
ケア

こうくう

mouth, oral
care

学習の前に

(お) 年寄り
歯磨き
入れ歯
手入れ〔する〕
歯医者
治療〔する〕

(お) としより
はみがき
いれは
ていれ
はいしゃ
ちりょう

elderly person
brushing teeth
dentures
care
dentist
treatment

「口腔ケア」に関する言葉

磨く (歯を～)
すすぐ (口を～)
うがい
歯ブラシ
歯磨き粉
歯科
前歯
奥歯
歯茎
しみる (歯に～)
ぐらぐらする (歯が～)
虫歯

みがく (はを～)
すすぐ (くちを～)

はブラシ
はみがきこ
しか
まえば
おくば
はぐき
しみる (はに～)
ぐらぐらする (はが～)
むしば

brush (... one's teeth)
rinse (... one's mouth)
gargle
toothbrush
toothpaste
dentist
front teeth
back teeth
gum
smart (a tooth ...)
be loose (a tooth ...)
cavity

会話

麻痺〔する〕
五分咲き
(来週) あたり
見ごろ
金具
当たる (歯茎に～)
感じ
雑談する

まひ
ごぶざき
(らいしゅう) あたり
みごろ
かなぐ
あたる (はぐきに～)
かんじ
ざつだんする

paralysis
blooming halfway
around (next week)
at the peak, the best season
metal fitting
touch (... the gum)
feel
have a chat

会話の練習

ふけ

dandruff

画面

がめん

screen

話題にする

わだいにする

talk about

会話をまとめる

引き続き

ひきつづき

continuously

見守り

みまもり

watching

表現の練習

面会〔する〕

めんかい

visit, see

要望〔する〕

ようぼう

demand

第5課

歩行〔する〕 ほこう walking

学習の前に

杖 つえ cane

「歩行」に関する言葉

| | | |
|-------------|-------------|------------------------------|
| 出す（右足を～） | だす（みぎあしを～） | put out (... the right foot) |
| 足をそろえる | あしをそろえる | put feet together |
| 段差 | だんさ | step |
| ぶつける（足を～） | ぶつける（あしを～） | hit (... the leg) |
| 滑る | すべる | slip |
| つまずく（段差に～） | つまずく（だんさに～） | stumble (... on the step) |
| 手を引く | てをひく | take someone by the hand |
| 手をつなぐ | てをつなぐ | hold hands |
| 手すり | てすり | handrail |
| つかむ（手すりを～） | つかむ（てすりを～） | grab (... the handrail) |
| つかまる（手すりに～） | つかまる（てすりに～） | hold onto (... the handrail) |
| つく（杖を～） | つく（つえを～） | use (... a cane) |

会話

| | | |
|--------|------------|-------------------------|
| クモ膜下出血 | クモまくかしゅっけつ | subarachnoid hemorrhage |
| 左片麻痺 | ひだりかたまひ | left hemiplegia |
| 距離 | きょり | distance |
| 積極的な | せっきよくてきな | be willing to |
| おやつ | | snack |
| 談話室 | だんわしつ | lounge |
| 支える | ささえる | support |
| 立ち上がる | たちあがる | stand up |
| おっとっと | | oops |
| その調子です | そのちょうしです | That's the way to go. |
| 引っかかる | ひっかかる | get stuck |
| ～（の）順に | ～（の）じゅんに | in ... order |
| （2）段 | （2）だん | （2）steps |
| （大）好物 | （だい）こうぶつ | （great）favorite |
| うちの | | our |
| 畑 | はたけ | garden |

| | | |
|-----|------|------|
| 促す | うながす | urge |
| 与える | あたえる | give |

会話の練習

| | | |
|-----|-------|-------------|
| 励ます | はげます | encourage |
| 適切な | てきせつな | appropriate |
| 訪ねる | たずねる | visit |

ロールプレイ

| | |
|------|-----------|
| ひまわり | sunflower |
|------|-----------|

表現の練習

| | | |
|---------|-------------|-----------------|
| 議題 | ぎだい | subject |
| 変更〔する〕 | へんこう | change |
| 取り上げる | とりあげる | take up |
| 高齢化（社会） | こうれいか（しゃかい） | aging (society) |
| 増やす | ふやす | increase |
| 館長 | かんちょう | director |
| 目標 | もくひょう | target |
| 減らす | へらす | decrease |

Explanation of expression

～ものだ

[V－た形]_{けい} ものだ

This expression is used when the speaker fondly remembers what he/she used to do regularly.

- ① 夏休みは海でよく泳いだものです。
なつやす うみ およ

I would often swim in the sea during summer vacation.

- ② 子供のころは勉強が嫌いで、よく先生にしかられたものだ。
こども べんきょう きら せんせい

As a child I did not like studying, and was often scolded by my teachers.

第6課

移乗〔する〕

いじょう

transfer

「車いす」に関する言葉

引く

ひく

pull

腰掛ける(ベッドに～)

こしかける(ベッドに～)

sit on (... a bed)

回す(肩に手を～)

まわす(かたにてを～)

put (... one's arm around
someone's shoulder)

ハンドル

handle

シート

seat

フットレスト

foot rest

アームレスト

arm rest

ブレーキ

brake

かける(ブレーキを～)

put on (... the brake)

握る(ハンドルを～)

にぎる(ハンドルを～)

grasp (... the handle)

会話

骨粗しょう症

こつそしょうしょう

osteoporosis

腰痛

ようつう

lower back pain

不安定な

ふあんていな

unsteady

浅い

あさい

toward the front

1, 2の3!

One, two and three!

深い

ふかい

back, deep

かがむ

lean

ひざ掛け

ひざかけ

lap blanket

ブレーキを外す

ブレーキをはずす

release the brake

床

ゆか

floor

端

はし

edge

ロールプレイ

告げる

つげる

tell

脳出血

のうしゅっけつ

cerebral hemorrhage

支え

ささえ

support

コスモス

cosmos

世話をする

せわをする

take care of

会話をまとめる

前かがみになる

まえかがみになる

lean forward

第7課

排泄〔する〕

はいせつ

excretion

「排泄」に関する言葉

便が出る

べんがでる

have bowel movements

排尿〔する〕

はいによ

urination

排便〔する〕

はいべん

bowel movement

しゃがむ

crouch down

我慢する

がまんする

resist

トイレを済ませる

トイレをすませる

go to the toilet

流す（水を～）

ながす（みずを～）

run (... water)

流れる（水が～）

ながれる（みずが～）

run down (water ...)

ぬらす

wet

おしっこ

pee

尿

によ

urine

小便

しょうべん

piss

大便

だいべん

feces

ポータブルトイレ

portable toilet

便器

べんき

toilet bowl

便秘

べんぴ

constipation

下痢

げり

diarrhea

トイレが近い

トイレがちかい

go to the toilet frequently

会話

（夜間）のみ

（やかん）のみ

(during night time) only

（ご）用

（ご）よう

anything one can help

踏ん張る

ふんばる

stand firm

下ろす（ズボンを～）

おろす（ズボンを～）

pull down (... one's pants)

ひざ

knee

向き

むき

position

おっと

oops

会話の練習

動作

どうさ

movement

指示する

しじする

indicate

ロールプレイ

ナースコール

鳴る

数（日）

ここ数日

コールボタン

なる

すう（じつ）

ここすうじつ

nurse call

ring

few (days)

past few days

call button

表現の練習

後片づけ

介護士

やりがい

感じる

喜ぶ

留学する

クリーム

肌

しっとりする

あとかたづけ

かいごし

かんじる

よろこぶ

りゅうがくする

はだ

cleanup

care worker

challenge

feel

be glad

study abroad

cream

skin

get moist

第8課

「食事」に関する言葉

| | | |
|-------------|--------------|-----------------------------|
| 口に合う / 合わない | くちにあう / あわない | suit / not suit one's taste |
| 済ます (食事を～) | すます (しょくじを～) | finish (... eating) |
| 下げる (食器を～) | さげる (しょっきを～) | put away (... dishes) |
| 冷める (みそ汁が～) | さめる (みそしるが～) | cool down (miso soup ...) |
| 冷ます (みそ汁を～) | さます (みそしるを～) | cool (... miso soup) |
| 食事をとる | しょくじをとる | eat |
| (お) 昼 | (お) ひる | lunch |
| おかず | | side dish |
| ホルダー | | holder |
| エプロン | | bib, apron |
| お手拭き | おてふき | hand towel |

会話

| | | |
|---------|----------|---------------------|
| 脳梗塞 | のうこうそく | cerebral infarction |
| 右利き | みぎきき | right-handed |
| ちらし寿司 | ちらしずし | chirashi-zushi |
| (お) みそ汁 | (お) みそしる | miso soup |

会話の練習

| | | |
|-----|------|---------|
| 表す | あらわす | express |
| 暮らし | くらし | living |

ロールプレイ

| | | |
|----------|-------------|---------------------------------------|
| (食欲が) 出る | (しょくよくが) でる | (appetite) increases |
| 肉じゃが | にくじゃが | nikujaga (simmered meat and potatoes) |

会話をまとめる

| | | |
|----|------|-----|
| 扱う | あつかう | use |
|----|------|-----|

Explanation of expression

～ものね

[文 ぶん] ものね

This expression is used when the speaker wants to show that he/she fully understands why something has happened, in response to someone's remark or situation. If the speaker replaces もの with もん it becomes a more casual form, which is often heard in informal conversations.

① A: ピアノのコンテストで一位になりました。
いちい

A: *I won first place in the piano contest!*

B: そうですか。一生懸命練習していましたものね。
いっしょうけんめいれんしゅう

B: *No wonder. You've been practicing so hard.*

② A: あのレストラン、今月の終わりに閉店するんだって。
こんげつ お へいてん

A: *I hear the restaurant is going to close at the end of this month.*

B: そう。あまりおいしくなかったもんね。

B: *No wonder. Their food is not very good after all.*

第9課

| | | |
|--------|------|-------------------|
| 服薬〔する〕 | ふくやく | taking medication |
|--------|------|-------------------|

学習の前に

| | | |
|-------|-------|------|
| 形状 | けいじょう | type |
| これまでに | | ever |

「服薬」に関する言葉

| | | |
|-------------|---------------|--------------------|
| 服用する | ふくようする | dose |
| 飲み込む | のみこむ | swallow |
| 目薬 | めぐすり | eye-drops |
| （目薬を）さす | （めぐすりを）さす | apply (eye-drops) |
| 飲み薬 | のみぐすり | oral medicine |
| 塗り薬 | ぬりぐすり | ointment |
| 粉薬 | こなぐすり | powdered medicine |
| 解熱剤 | げねつざい | antipyretic agent |
| 風邪薬 | かぜぐすり | cold medication |
| 座薬 | ざやく | suppository |
| オブラート | | oblate |
| （1）包 / （2）包 | （1）ほう / （2）ほう | （1）pack / （2）packs |

会話

| | | |
|-------|------|------------|
| はりつく | | stick |
| 舌 | した | tongue |
| いっぺんに | | at a time |
| 苦手な | にがてな | hate |
| それまで | | until then |

会話の練習

| | | |
|------------|--------------|-----------------------------|
| 生 | なま | raw |
| はだし | | bare feet |
| （上）半身 | （じょう）はんしん | (upper) body |
| 硬くなる（身体が～） | かたくなる（からだが～） | become tight (the body ...) |
| 皮膚 | ひふ | skin |
| かぶれる | | have a rash |
| 足元 | あしもと | feet |
| 不満な | ふまんな | be dissatisfied |

| | | |
|-------|--------|--------------------|
| 家事 | かじ | household affairs |
| 同じような | おなじような | similar |
| 好き嫌い | すききらい | likes and dislikes |

ロールプレイ

| | | |
|----|-----|----------|
| 各～ | かく～ | ... each |
|----|-----|----------|

Explanation of expression

～まま、～

$$\left. \begin{array}{l} V - \text{た形} \\ N \text{ の} \end{array} \right\} \text{ まま、～}$$

The word まま is used to refer to a situation that remains the same without any change.

- ① あのカレンダーは先月のままだ。
せんげつ

That calendar is still opened to last month.

The expression V- たまま is used to mean that the result of the action (V) continues. Sentences with V- たまま are often ended with an expression that shows disappointment or a prohibition, like ～てしまった, ～ないでください, or ～てはいけません. These expressions suggest that the situation described in the former part is inappropriate for that in the latter part.

- ② 立ったまま、御飯を食べてはいけません。
た ごはん た

You should not eat while standing.

- ③ ストーブをつけたまま、出かけてしまった。
で

I went out with the stove on (carelessly).

第 10 課

| | | |
|--------|-------|---------------------------|
| 衣服 | いふく | clothes |
| 着脱〔する〕 | ちゃくだつ | taking off and putting on |

学習の前に

| | | |
|-----|-----|-------|
| 着せる | きせる | dress |
|-----|-----|-------|

「着脱」に関する言葉

| | | |
|------------|------------|-----------------------------|
| 留める（ボタンを～） | とめる（ボタンを～） | fasten (... a button) |
| 広げる（襟を～） | ひろげる（えりを～） | straighten (... the collar) |
| きつい | | tight |
| 緩い | ゆるい | loose |
| かぶりの上着 | かぶりのうわぎ | pullover top |
| 前開きの上着 | まえびらきのうわぎ | front open top |
| ベルト | | belt |
| ファスナー | | zipper |
| パジャマ | | pajamas |
| 寝巻き | ねまき | nightwear |
| 襟 | えり | collar |
| 袖 | そで | sleeves |
| 半袖 | はんそで | short sleeves |
| 長袖 | ながそで | long sleeves |

会話

| | | |
|----------|-------------|---|
| 状態 | じょうたい | condition |
| 外出着 | がいしゅつぎ | outdoor clothes, street clothes, townwear |
| 通す（手を袖に） | とおす（てをそでに～） | put (... one's arm through the sleeve) |
| 手順 | てじゅん | procedure |

会話の練習

| | | |
|------|----|------------|
| マフラー | | muffler |
| 孫 | まご | grandchild |
| 編む | あむ | knit |

会話をまとめる

手助けする

～と（は）反対に

全身

てだすけする

～と（は）はんたいに

ぜんしん

help

in reverse order to ...

oneself in full length

第 11 課

入浴〔する〕

にゆうよく

bathing

学習の前に

銭湯

せんとう

public bath

（銭湯に）入る

（せんとうに）はいる

take (a public bath)

入れる（お風呂に～）

いれる（おふろに～）

give (... a bath)

「入浴」に関する言葉

（お湯に～）つかる

（おゆに～）つかる

have a soak (... in the bath)

（風呂から～）上がる

（ふろから～）あがる

get out (... of the bath)

こする

rub

洗髪〔する〕

せんぱつ

washing one's hair

リンス〔する〕

conditioner

温める（身体を～）

あたためる（からだを～）

warm (... the body)

温まる（身体が～）

あたたまる（からだか～）

warm (the body ...)

冷やす（身体を～）

ひやす（からだを～）

cool (... the body)

（お）風呂場

（お）ふろば

bathroom

浴室

よくしつ

bathroom

湯加減

ゆかげん

water temperature

洗面器

せんめんき

washbowl

脱衣所

だついじょ

dressing room

ぬるい

lukewarm

ごしごし

scrub

会話

高齢

こうれい

old age

不安な

ふあんな

having fear

デイサービス

day service

スリッパ

slippers

背中

せなか

back

（力を～）入れる

（ちからを～）いれる

put (... strength)

水分

すいぶん

water

ロールプレイ

しびれ

numbness

会話の練習

自宅

じたく

home

表現の練習

保険証

ほけんしょう

insurance certificate

出る（果物が～）

でる（くだものが～）

be served (fruit ...)

付き添う

つきそう

attend

支払う

しはらう

pay

ちゃんと

properly

第 12 課

清拭〔する〕

せいしき

bed bath

「肌の状態」に関する言葉

荒れる

あれる

become rough

ただれる

have a running sore

かく

scratch

かゆい

itchy

かゆみ

itchiness

ぶつぶつ

rash

すべすべ

smooth

かさかさ

dry

ざらざら

rough

首

くび

neck

腹

はら

stomach

指

ゆび

finger

かかと

heel

爪

つめ

nail

(お) 尻

(お) しり

hip

(お) へそ

navel

唇

くちびる

lips

あご

chin

ふくらはぎ

calf

会話

はっきりする

become certain

ぶつぶつがある

have rashes

自室

じしつ

one's room

(ベッド) 上

(ベッド) じょう

on (the bed)

面

めん

side

会話の練習

塗り絵

ぬりえ

coloring

会話をまとめる

拭き残し

ふきのこし

unwiped part

表現の練習

氷枕

こおりまくら

ice pillow

第 13 課

日常

にちじょう

daily

「リハビリ・体調」に関する言葉

力が入る（腕に～）

ちからがはいる（うでに～）

put strength (... in one's arm)

訓練〔する〕

くんれん

training

回復〔する〕

かいふく

recovery

しびれる

have numbness

体調を崩す

たいちょうをくずす

lose one's health

顔色がいい／悪い

かおいろがいい／わるい

have a healthy/sickly
complexion

顔が青い

かおがあおい

pale

苦しい

くるしい

sick

会話

ボール

ball

編み物

あみもの

knitting

スカート

skirt

縫う

ぬう

sew

手作り

てづくり

handmade

心がこもる

こころがこもる

put one's heart in

会話の練習

興味深い

きょうみぶかい

interesting

俳句

はいく

haiku

四季

しき

the four seasons

山歩き

やまあるき

mountain-walking

さわやかな

refreshing

会話をまとめる

母親

ははおや

mother

表現の練習

時間ができる

じかんができる

have some time to spare

月見団子

つきみだんご

dumpling offered to the moon

ふるさと

hometown

第14課

レクリエーション

recreation

学習の前に

挙げる

あげる

name

工夫〔する〕

くふう

idea

「計画・相談」に関する言葉

検討〔する〕

けんとう

consideration

打ち合わせ〔する〕

うちあわせ

making arrangements

出す（アイデアを～）

だす（アイデアを～）

suggest (... ideas)

相談にのる

そうだんにのる

offer consultation

リーダー

leader

担当〔する〕

たんとう

in charge of

務める

つとめる

act as

会話

新人（職員）

しんじん（しょくいん）

new (care worker)

前に

まえに

before

手拍子

てびょうし

beating time with one's hands

会話の練習

飾りつけ

かざりつけ

decoration

折り紙

おりがみ

origami

アンケート

questionnaire

ロールプレイ

スタッフルーム

staff room

引き受ける

ひきうける

accept

会話をまとめる

おおよその

general

案

あん

plan, idea

第 15 課

申し送り

もうしおくり

handover

「連絡」に関する言葉

記録〔する〕

きろく

record

事項

じこう

subject, item

引継ぎ

ひきつぎ

handover

経過観察

けいかかんさつ

follow-up

会話

作業療法士

さぎょうりょうほうし

occupational therapist

受診〔する〕

じゅしん

consulting a doctor

外泊する

がいはくする

stay out overnight

携帯

けいたい

mobile phone

本人

ほんにん

the person himself/herself

ガーゼ

gauze pad

当てる（ガーゼを～）

あてる（ガーゼを～）

cover (... with a gauze pad)

肌が弱い

はだがよわい

have sensitive skin

入所する

にゅうしょする

be admitted

何回か

なんかい

several times

清潔な

せいけつな

hygienic

保つ

たもつ

keep

会話の練習

留意〔する〕

りゅうい

attention

ロールプレイ

進行

しんこう

lead

リズム

pattern, rhythm

崩れる

くずれる

be disturbed

開始〔する〕

かいし

start

会話をまとめる

明朝

みょうちよう

tomorrow morning

表現の練習

| | | |
|------|--------|-----------|
| 個人的な | こじんてきな | personal |
| 処方する | しょほうする | prescribe |
| なし | | nothing |
| 頭痛 | ずつう | headache |

Explanation of expression

～こと

V 辞書形
じしょけい
ない形
けい } こと

This expression is used when the speaker gives a direction or an order, just as ～しなさい or ～してはいけない.

It is often used when warnings, cautions, etc. are itemized.

- ① 問題があった場合は、上司に報告すること。
もんだい ばあい じょうし ほうこく
In the event of a problem, report it to your boss.
- ② 廊下にものを置かないこと。
ろうか お
Do not leave anything in the corridor.

第 16 課

物忘れ
対応〔する〕

ものわすれ
たいおう

forgetfulness
dealing

学習の前に

失敗する
落ち込む

しっばいする
おちこむ

fail
get depressed

「物忘れ」に関する言葉

見当たらない
うっかりする
ぼんやりする

みあたらない

be not found
be careless
be absent-minded

会話

もしかしたら
しょっちゅう
(お) 世話をかける

(お) せわをかける

perhaps
often
give someone trouble

会話の練習

ソファー
耳が遠い
おじいちゃん

みみがとおい

sofa
hard of hearing
grandpa

第 17 課

間食〔する〕

かんしょく

snacks between meals

「味・間食」に関する言葉

夜食

やしよく

midnight snack

味付け

あじつけ

seasoning

塩辛い

しおからい

salty

味が濃い / 薄い

あじがこい / うすい

strongly/lightly seasoned

塩分

えんぶん

salt

歯ごたえがある / ない

はごたえがある / ない

tough/tender

あめ

candy

ケーキ

cake

クッキー

cookie

カステラ

Castella sponge cake

プリン

pudding

(お) せんべい

rice cracker

和菓子

わがし

Japanese sweets

洋菓子

ようがし

Western sweets

会話

(食べる) 気がしない

(たべる) きがしない

don't feel like (eating)

どれもこれも

all

豆腐

とうふ

tofu

味がはっきりしない

あじがはっきりしない

too lightly seasoned

(せんべいに) 手が出る

(せんべいに) てがでる

tempted to eat (rice crackers)

しっかりする

strongly seasoned

それなら

then

それとなく

implicitly

会話の練習

言い訳をする

いいわけをする

excuse

夜更かしする

よふかしする

stay up late

わざわざ

purposely

ロールプレイ

コーラス

chorus

見かける

みかける

see

興味を向ける

きょうみをむける

turn one's attention

会話をまとめる

通りかかる

とおりにかかる

pass by

第 18 課

学習の前に

| | | |
|-------|--------|--------------------|
| 話し相手 | はなしあいて | someone to talk to |
| ～に対して | ～にたいして | to ... |
| 接する | せつする | respond |
| 同時に | どうじに | at the same time |

「居室」に関する言葉

| | | |
|--------------|----------------|---------------------------|
| 居室 | きょしつ | room |
| 掛け布団 | かけぶとん | comforter |
| 敷き布団 | しきぶとん | Japanese mattress |
| 毛布 | もうふ | blanket |
| シーツ | | sheet |
| 枕 | まくら | pillow |
| 枕元 | まくらもと | near the head of the bed |
| 敷く (布団を～) | しく (ふとんを～) | lay down (... the futon) |
| 交換する (シーツを～) | こうかんする (シーツを～) | change (... sheets) |
| 干す (布団を～) | ほす (ふとんを～) | air out (... the futon) |
| たたむ (布団を～) | たたむ (ふとんを～) | fold (... the futon) |
| 広げる (シーツを～) | ひろげる (シーツを～) | spread (... the sheet) |
| 伸ばす (しわを～) | のばす (しわを～) | smooth out (... wrinkles) |
| のぞく | | drop in |

会話

| | | |
|-------------|------------|---------------------------------|
| 起こす (ベッドを～) | おこす (ベッドを) | raise (... the head of the bed) |
| よる (しわが～) | | leave (... wrinkles) |
| 笑顔 | えがお | smile |
| すてきな | | charming |
| 山登り | やまのぼり | mountain climbing |
| 雪景色 | ゆきげしき | snowy landscape |
| 銀婚式 | ぎんこんしき | silver wedding anniversary |

ロールプレイ

| | | |
|-----|------|-------------------|
| 飾る | かざる | display, decorate |
| ひと言 | ひとこと | a few words |
| さする | | rub |

会話をまとめる

訪れる

おとずれる

visit, drop in

第 19 課

学習の前に

| | | |
|------|------|------------------------------|
| 手土産 | てみやげ | gift, present (from visitor) |
| 受け取る | うけとる | accept |

「面会・贈り物」に関する言葉

| | | |
|---------|---------|--|
| 気持ちをくむ | きもちをくむ | take someone's feelings into consideration |
| 気持ちがこもる | きもちがこもる | put one's heart into |
| 悲しむ | かなしむ | be sad |
| 気遣い | きづかい | consideration |

会話

| | | |
|------------|------------|------------------------------------|
| 立ち寄る | たちよる | drop in |
| お忙しい中 | おいそがしいなか | despite your busy schedule |
| 懐かしい | なつかしい | nostalgic |
| (バレーボール) 部 | (バレーボール) ぶ | (volleyball) club |
| キャプテン | | captain |
| 大会 | たいかい | championship |
| 優勝する | ゆうしょうする | win a championship |
| ほんの気持ち | ほんのきもち | just a small token of appreciation |
| 私ども | わたくしども | we (humble expression) |
| ありがたい | | thankful |
| 頂戴する | ちやうだいする | accept |
| たいした | | something special |
| ちょくちょく | | frequently |

会話の練習

| | | |
|----|--------|-------------------|
| 表情 | ひょうじょう | facial expression |
|----|--------|-------------------|

ロールプレイ

| | | |
|------------|--------------|-------------------|
| クラシック (音楽) | クラシック (おんがく) | classical (music) |
| バイオリン | | violin |
| 品 | しな | gift |

会話をまとめる

| | | |
|------|--------|---------|
| それでも | | however |
| 丁寧な | ていちょうな | polite |

表現の練習

| | | |
|------|----------|---------------------|
| 外出届け | がいしゅつとどけ | outing notification |
| 面会人 | めんかいにん | visitor |
| 介護用品 | かいごようひん | nursing care goods |
| プラン | | plan |

Explanation of expression

～（よ）うとする

[V 意向形] とする
いこうけい

This expression is used to mean to try to do something. When it is used together with a time-related expression like ～（V 意向形）とした時^{いこうけい}, or ～（V 意向形）としたところ^{いこうけい}, it refers to a scene immediately before the action is started. In addition, this expression is often followed by a sentence, in a form like ～（V 意向形）したら^{いこうけい}, or ～（V 意向形）としても^{いこうけい}.

- ① 店を閉めようとした時、客が店に入ってきた。
みせ し とし きやく みせ はい
A customer entered the shop when I was just about to close up.
- ② 帰ろうとしたら、先輩にいっしょに食事に行かないかと誘われた。
かえ せんぱい しょくじ い さそ
I was about to leave when my senior colleague asked me out for dinner.

～上で、～
うえ

V ^{た形} _{けい} } 上で、～
N _の _{うえ}

The expression ～上で means ～をしたあとで . It is used when the speaker wants to say that he/she “does something first and then takes another action based on the first action.” Nouns that can be used in the N _の form are those that consist of “する Verbs” (Group III). The latter part often includes a verb concerning judgment, e.g. 決める (decide), 断る (refuse), 選ぶ (choose), etc., which emphasizes the willful aspect of the action described in the former part.

- ① インターネットで買い物する人もいますが、私は実際に品物を見た上で買うほうが安心だと思います。

Some people do Internet shopping. But I personally believe that it is safer to shop only after seeing the product with your own eyes.

- ② 先生、大学を受験するか、就職するか、両親と相談の上で、来週お返事します。

Sir (Ma'am), I'll answer you whether I'll go on to university or look for employment next week, after I consult with my parents.

第 20 課

「性格」に関する言葉

| | | |
|-----------|--------------|--------------------------------|
| 性格 | せいかく | character, personality |
| 気が強い / 弱い | きがつよい / よわい | strong-hearted / weak-hearted |
| 気が長い / 短い | きがながい / みじかい | slow-tempered / short-tempered |
| おとなしい | | quiet |
| 口数が少ない | くちかづがすくない | not much of a talker |
| 怒りっぽい | おこりっぽい | irritable |
| 我慢強い | がまんづよい | patient |
| 人見知りをする | ひとみしりをする | be shy of strangers |
| 神経質な | しんけいしつな | nervous |
| きれいい好き | きれいずきな | tidy |
| せっかちな | | hasty |
| 消極的な | しょうきよくてきな | passive |
| わがまま（を言う） | わがまま（をいう） | be selfish (act selfishly) |
| 社交的な | しゃこうてきな | sociable |

会話

| | | |
|--------|---------|----------------|
| 方々 | かたがた | individuals |
| うまくやる | | get along well |
| 行事 | ぎょうじ | activities |
| 運動会 | うんどうかい | sports meet |
| 都合がつく | つごうがつく | have time |
| 先ほど | さきほど | a while ago |
| 都合をつける | つごうをつける | find the time |

会話の練習

| | | |
|----------|-----------|-----------------------|
| とる（不安を～） | とる（ふあんを～） | relieve (... concern) |
| 仲良くする | なかよくする | get along well |
| 嫌がる | いやがる | dislike |

ロールプレイ

| | | |
|----|------|---------|
| 平日 | へいじつ | weekday |
|----|------|---------|

会話をまとめる

| | | |
|------|-------|--------------------|
| 何よりも | なによりも | more than anything |
|------|-------|--------------------|

PART II

Translation :

- I Before learning**
- II Conversations**
- III Role playing**
- IV Summarize the conversations**

Main characters in the Conversations

Sumire-hōmu



Matsumoto



Inoue



Yoshida



Maria



Sakamoto, care worker



Maekawa, nurse

Tanpopo-en



Umemoto

Himawari-sābisu



Takemoto

Lesson 1 Wake-up

Before learning

1. What do you do when you go into the care service user's room in the morning?
2. What do you do if he/she is asleep?
3. What do you think he/she would want to talk about when waking up?

Conversations

Care service user: Sachiko Ueda

(She sleeps light and sometimes wakes up at night.

An ache in the right elbow makes it difficult for her to get up, although it is getting better.)

<< Waking up in the morning >>

Matsumoto : Excuse me. Good morning, Ms. Ueda. Are you awake?
(care worker)

Ueda : Good morning. I just woke up.

Matsumoto : It's sunny out today. Shall I open the window?

Ueda : Yes, please. Today, it is nice weather after a long time.

Matsumoto : Yes. It's going to get hot today. Did you sleep well last night?

Ueda : No. After going to bed, I couldn't sleep for a long time, and then I woke up twice in the middle of the night...

Matsumoto : Did you? It's difficult to go back to sleep once you wake up at night, isn't it? Is anything bothering you?

Ueda : No. Yesterday I took a 2-hour nap. So that's probably the reason I couldn't sleep.

Matsumoto : I see. If you take a long nap, you'll have a hard time falling asleep.

By the way, there's going to be a Hanshin Tigers game this afternoon. Hanshin Tigers is your favorite team, isn't it?

Ueda : Oh, yes. I must watch that...

Matsumoto : It looks like Hanshin has been doing well lately.

Ueda : Yes. I hope they will win today's game...

Matsumoto : So do I.

Well, Ms. Ueda. Do you think you can get up by yourself?

Ueda : Yes.

Matsumoto : How is your right elbow? Does it still hurt?

Ueda : Ummm, it hurts a little when I bend it...but it's better than before.

Matsumoto : That's good. If it starts to hurt again, please let me know.

Ueda : Thank you.

Matsumoto : I hope you'll be able to sleep better tonight.

Role Playing

Care service user: Yamashita (a woman in her 60s) [She has been doing well recently.]

In her room at 7 o'clock in the morning:

Role Card A [Care worker]

You will provide assistance at the time of wake-up.

It is cloudy and slightly cold this morning.

The care service users are scheduled to go shopping together to the Sakura Shopping Promenade in the afternoon. Check if she wants to go.

Role Card B [Care service user: Yamashita]

When you wake up, the care worker will come into your room. Chat with her.

You woke up several times last night. It may be because you had too much tea the night before.

You feel good today.

Summarize the conversations

Ms. Sachiko Ueda sleeps light and sometimes wakes up at night.

I entered her room and said good morning to her. She had just woke up. The weather was nice. I opened the window for ventilation. When I asked about her sleep, she said that she had woken up twice in the middle of the night. She said it might be because she had taken a 2-hour nap the day before. When I talked about her favorite baseball game scheduled on TV this afternoon, she seemed to be looking forward to it.

When inquiring about the pain in her right elbow, she said it still hurt a little when she bent it, but that it was not as bad as before. I told her to let me know if her elbow starts to bother her again and finished with the morning call out.

Lesson 2 Taking body temperature in the morning

Before learning

1. When do you take temperatures at the care facility?
2. What should you be careful of when taking someone's temperature?
3. For what purposes do you think temperatures are taken?

Conversations

Care service user: Yukie Mori

(She has had a fever in the 37 degree range due to a cold since the day before yesterday.)

<<Taking the body temperature >>

Matsumoto :How are you feeling, Ms. Mori?
(care worker)

Mori : Well, I feel a little sluggish.

Matsumoto : May I take your temperature?

Mori : Yes.

Matsumoto : Are you sweating? You aren't, are you?

Mori : No.

Matsumoto : Place the thermometer under your arm, please.

Mori : Sure. Is this OK?

Matsumoto : That's fine. I'll be back in about 5 minutes.

<< Checking the body temperature >>

Matsumoto : What was your temperature, Ms. Mori?

Mori : 37.2 degrees.

Matsumoto : All right. 37.2 degrees. How do you feel?

Mori : I have slight chills...

Matsumoto : Is that so. Shall I bring you a hot-water bottle?

Mori : Yes, please.

Matsumoto : For the past week, we've had hot and cold days. So some people have been coming down with a slight cold.

Mori : I see.

Matsumoto : Get enough rest today. I hope you will feel better soon.

Mori : Thank you.

Role playing

Care service user: Kojima (a woman in her 80s)

[She has had a fever in the 37 degree range due to a cold since yesterday.]

In her room at around 7 o'clock in the morning:

Role Card A [Care worker]

You will take Ms. Kojima's temperature.

Check the temperature, ask how she feels, and respond to her accordingly.

Role Card B [Care service user: Kojima]

The care worker will come in to take your temperature.

You are still a little feverish this morning.

Your temperature is 37.3 degrees.

You have had little appetite since yesterday.

Summarize the conversations

Ms. Yukie Mori has had a slight fever for the past two days due to a cold. So her temperature was taken.

When asked how she felt, she said she felt a little sluggish. I checked her to see if she was sweating under her arm and asked her to firmly place a thermometer under her arm. The thermometer showed 37.2 degrees and the slight fever she had had since two days before had not yet subsided. When I asked her how she felt, she said she felt slight chills. So I told her that I would bring a hot-water bottle for her. I said to her that some people had come down with a slight cold due to a significant fluctuation in temperature in the past several days. I told Mori-san to take plenty of rest and finished with the morning temperature check.

Lesson 3 Grooming activities

Before learning

1. What do you do for grooming after you get up in the morning?
2. What is important when helping someone to groom?
3. Have you ever had your hair brushed by someone? How did you feel?

Conversations

Care service user: Chieko Honda

(She has mild dementia and she is unable to groom sufficiently by herself.)

<< Washing face after getting up >>

Matsumoto : Ms. Honda, do you think you can wash your face by yourself?
(care worker)

Honda : Yes.

Matsumoto : Your hair will get wet. Do you want to tie it back?

Honda : Yes. I think there is a rubber band in that basket...

Matsumoto : This must be it. Here you are.

Honda : Thank you.

Matsumoto : Have you finished washing your face, Ms. Honda?

Honda : Yes. ----- It was refreshing.

Matsumoto : Good. Breakfast is at 7 o'clock. Do you want to change your clothes now?

Honda : Yes. Thank you for always helping me.

<< Combing hair after changing clothes >>

Matsumoto : Ms. Honda, now do you want to comb your hair?

Honda : Oh, yes. ----- For some reason, I can't do it well.

Matsumoto : Can I help you?

How about changing your hair style today? It'll make you feel different.

Honda : Oh, that would be nice. Please do.

Matsumoto : OK.

Honda : It really feels nice to have someone comb my hair like this.

Matsumoto : I like to have my hair shampooed at the beauty salon, too. It feels good, doesn't it?

Honda : Yes, it really does.

Matsumoto : You're done. Here is a mirror.

How do you like it? You look really nice.

Honda : Thank you for the nice hairstyle.

Matsumoto : You're welcome. Let's go to the dining room.

Honda : Yes. I wonder what's for breakfast this morning. I can't wait.

Role Playing

Care service user: Yamashita (a woman in her 60s)

[Since her hands cannot reach above her shoulders, she cannot groom well by herself.]

In front of the washbasin in her room in the morning:

Ms. Yamashita's normal hairstyle

Her bangs are slightly long



Role Card A [Care worker]

You will provide assistance to her with face washing and hair combing.

After she washes her face, you will ask her to change clothes and then help her to comb her hair.

When combing her hair, suggest that she tie her hair back since it is likely to be hot today.

Have a chat with Ms. Yamashita while combing her hair.

Role Card B [Care service user: Yamashita]

After washing your face, change clothes and comb your hair.

While having the care worker tidy your hair, talk about some memories about your hair.

Summarize the conversations

Ms. Chieko Honda has mild dementia and she is not able to groom all by herself.

After getting up in the morning, I asked her to wash her face. I suggested that she tie her hair back with a rubber band so that it would not get wet when she washed her face. She seemed to feel refreshed after washing her face.

When she was to groom her hair after changing her clothes, I suggested that she change her hairstyle, to which she agreed and I helped with her hair. She seemed to be satisfied saying that it felt nice to have someone comb her hair, and also seemed to like the new hair style. After finishing her grooming, I asked her to go the dining room.

Lesson 4 Oral health care

Before learning

1. Have you ever helped a child, elderly person or physically handicapped individual to brush his/her teeth? How did you help?
2. Do you know someone who wears dentures? How does he/she care for them?
3. Have you ever been to a dentist? What kind of treatment did you receive?

Conversations

Care service user: Kazuo Shimada

(He wears dentures. His hands do not move freely because of paralysis.)

<< Brushing teeth >>

Matsumoto : Mr. Shimada, do you want to brush your teeth?
(care worker)

Shimada : Yes.

Matsumoto : The weather is nice today. Cherry trees in the park have bloomed halfway. They will be at their peak around
next week.

Shimada : Oh, yes. It's getting warm so I would love to go to view the cherry blossoms.

Matsumoto : That's a good idea. Shall we take our lunch and go for a look?

Shimada : That'd be nice. I'll look forward to it.

Matsumoto : Then, please remove your dentures and clean them.

Shimada : Talking about my dentures, the upper ones hurt a little recently. It feels like the metal fitting is
touching the gum...

Matsumoto : Really? Maybe your dentures are not fitting very well.
When did you have them made?

Shimada : Let's see... that was before coming here. So it must have been about three years ago. They started to
hurt sometime last week...

Matsumoto : Is that so? Maybe you should have a dentist check on it.

Shimada : I think so, too. Would you be kind enough to make an appointment for me with the dentist?

Matsumoto : Yes. I'll make an appointment later.

Shimada : Sorry to trouble you.

Matsumoto : That's OK.

Shimada : Did I wash my dentures alright?

Matsumoto : Yes, they're very clean. Then, clean your mouth. Rinse well after cleaning.

Shimada : OK.

Role Playing

Care service user: Akiyama (a man in his 70s)

[He does not wear dentures.]

Before going to bed in his room. It is November when maple leaves are coming to their peak:

Role Card A [Care worker]

After Mr. Akiyama eats, you will suggest that he clean his mouth and teeth.

Have a chat with him before helping him to clean.

Role Card B [Care service user: Akiyama]

It is time to brush your teeth after eating.

Since about a week ago, your teeth have been smarting from the cold water.

The care worker will be coming to see you. Talk to him/her about it.

Summarize the conversations

Mr. Kazuo Shimada wears dentures. He cannot use his hands freely because of paralysis.

Before caring for his mouth, I said that the cherry blossoms in the park would be at their peak soon and Mr. Shimada said he'd love to go to see them. I suggested taking a packed lunch and going to view them and Mr. Shimada said he'd look forward to it.

When he started brushing his teeth, Mr. Shimada said that the metal fitting touched his upper gum these days and was hurting. According to Mr. Shimada, he had his dentures made about three years ago. Since it started to hurt the week before, I suggested that he see a dentist, and he asked me to make an appointment. I said I'd do so, and continued watching him caring for his mouth.

Lesson 5 Walking

Before learning

1. Have you ever seen an individual walking with a cane? What type of cane was that?
2. Who need help with walking?
3. What should you be careful of when assisting an individual requiring help with walking?

Conversations

Care service user: Hiroshi Hayashi

(He has left hemiplegia due to a subarachnoid hemorrhage, and has been using a cane to walk since one week ago. He is gradually getting used to walking with the cane, and can walk longer distances as time passes. However, he seems not to be willing to walk.)

<< Walking with a cane >>

Umemoto : Mr. Hayashi, it's almost snack time. Why don't you walk to the lounge today?
(care worker)

Hayashi : Ummm, I don't know...

Umemoto : It'll be OK. I'll help you.

Hayashi : Yeah, I guess I can try.

Umemoto : I'll support your lower back. Now stand up slowly.

Hayashi : OK. ----- Oops.

Umemoto : First put your cane forward, then your left leg and right leg. Do you think you can do that? You'll be OK if you walk slowly. -----Yes, that's the way to go.

<< Going down the stairs using a cane >>

Umemoto : Let's walk down the stairs today using your cane.

Hayashi : Yes. I'll go down slowly.

Umemoto : First, bring the cane down. Be careful because the tip of the cane easily gets stuck.

Hayashi : Like this?

Umemoto : Yes, that's good. Now, lower your left foot.

Hayashi : Like this, right?

Umemoto : Yes, that's the way. Do your legs hurt?

Hayashi : No. I'm fine. I put down the cane first, left foot and then right foot, right?

Umemoto : Yes. Repeat it and go down slowly. It might be hard in the beginning, but try a little at a time.

Hayashi : Alright.

Umemoto : Just a little more.

Hayashi : Yes, only two more steps.

Umemoto : There, you did it. You walked quite a bit today. Sit on this chair and rest a bit.

Hayashi : Thank you. ----- By the way, what do we have for snacks today?

Umemoto : Today, we have watermelon. Cooled watermelon tastes great during summer. Do you like watermelon, Mr. Hayashi?

Hayashi : Yes, it's my favorite. We used to grow watermelon in our garden when I was young.

Umemoto : Is that right? Watermelon you grew yourself must have tasted especially good.

Hayashi : Yes. They were delicious.

Umemoto : They must have been. Shall we go now?

Hayashi : Yes.

Role playing

Care service user: Sasaki (a woman in her 80s)

[She has paralysis in the left leg and uses a cane.]

At the entrance to the facility on an August morning:

Sunflowers are in bloom in the yard.

Role Card A [care worker]

You will help Ms. Sasaki take a walk.

Be careful that she will not fall over because the road is uneven.

When you stop to rest, have a chat with Ms. Sasaki.

Role Card B [Care service user: Sasaki]

You will go to the yard for a walk with the care worker.

When you stop to rest, have a chat with the care worker.

Sunflowers are your favorite flowers.

Summarize the conversations

Mr. Hiroshi Hayashi had a subarachnoid hemorrhage which caused left hemiplegia and he has been using a cane since a week ago.

Today, I suggested to him that we walk to the lounge for a snack, and he said he'd try. When Mr. Hayashi was walking using the cane, I supported his lower back so that he would not fall over, and told him how to walk with the cane. I advised him to be careful with the tip of his cane when going down the stairs and to go down slowly. After going down the stairs, I had him rest a little on a chair and talked about watermelon that would be served as the snack for the day. After resting a little, we walked slowly to the lounge.

Lesson 6 Transferring into a wheelchair

Before learning

1. Have you ever pushed a wheelchair? What kind of wheelchair was it?
2. What do you think you should be careful of when helping a person transfer into a wheelchair?
3. What should you be careful of when pushing a wheelchair?

Conversations

Care service user: Mitsuko Takagi

(She has low back pain due to osteoporosis and is unstable when walking. She uses a wheelchair.)

<< Going from her room to the dining room in a wheelchair >>

Matsumoto : Ms. Takagi, it's almost time to eat. Shall we go to the dining room?
(care worker)

Takagi : Yes. Will you help me?

Matsumoto : Do you need to go to the toilet?

Takagi : No. I've just finished. I'm OK.

Matsumoto : Then, why don't you get into the wheelchair? Let me help you a bit.

Takagi : Yes, please.

Matsumoto : Can you sit a little toward the front of the chair?

Matsumoto : Are you OK?

Takagi : Yes.

Matsumoto : Can you put your arms around my shoulders?

Takagi : Yes.

Matsumoto : Then, stand up slowly. One, two and three! Can you sit in the wheelchair now?

Takagi : Thank you.

Matsumoto : You should sit back a little more. Can you lean forward a little? Excuse me.

Matsumoto : Are you OK?

Takagi : Yes.

Matsumoto : Put your feet up on the foot rests. Are you all right?

Takagi : Yes, I'm fine. Thank you.

Matsumoto : Here is a lap blanket. Let's go to the dining room. Would you release the brake?

Takagi : Sure.

Matsumoto : I'm going to push the wheelchair. It's going to move.

Takagi : OK.

<< Arriving at the dining room >>

Matsumoto : I'm going to stop. Would you put on the brake?

Matsumoto : Enjoy your meal.

Takagi : Thank you.

<< Coming back from the dining room and moving onto the bed >>

Matsumoto : You will move onto the bed now. Put on the brake, please.

I'm going to put up the foot rests.

Takagi : Thank you.

Matsumoto : All right. Put your feet on the floor. Grab the bed rail and stand up. I'll support your body. One, two and three! Could you sit at the edge of the bed? Are you OK?

Takagi : Yes, I'm fine. Thank you.

Role playing

Care service user: Tamura (a man in his 80s)

[He uses a wheelchair because of left hemiplegia caused by a cerebral hemorrhage. He can stand up by himself using a support.]

In his room on a September afternoon. You will be going to a nearby park because Mr. Tamura wants to go. Cosmos is in bloom there.

Role Card A [Care worker]

You will help Mr. Tamura move from the bed to the wheelchair.

Go out and chat with Mr. Tamura while pushing the wheelchair.

Role Card B [Care service user: Tamura]

The care worker will help you get into the wheelchair from the bed.

You love flowers. You used to take care of flowers at home.

Summarize conversations

Ms. Mitsuko Takagi has lower back pain due to osteoporosis and she is unstable when walking. So she uses a wheelchair. It's time to eat, and I asked her to get into the wheelchair. First, I told her to put her arms around my shoulders, stand up, and then sit on the seat. Then I asked her to lean forward a little and pulled her body from the back to sit her back (in the wheelchair). Then I pushed the wheelchair to the dining room. After eating, we returned to her room, transferred her from the wheelchair to the bed, and I finished my assistance with the wheelchair.

Lesson 7 Excretion

Before learning

1. What is the difference between toilets in Japan and those in your country?
2. Who need help to use the toilet?
3. What should you be careful of when helping someone to use the toilet?

Conversations

Care service user: Hiroshi Suzuki

(Since he often goes to the toilet at night, he uses a portable toilet during night time only.)

<<Using the portable toilet >>

Matsumoto : Is something the matter? Is there anything I can help you with?
(care worker)

Suzuki : Umm...

Matsumoto : Would you like to use the toilet?

Suzuki : Yes. Will you help me?

Matsumoto : Sure. Can you get up by yourself?

Suzuki : Yes.

Matsumoto : After you get up, please sit at the edge of the bed.

Suzuki : OK.

Matsumoto : Can you hold on to this handrail and stand up? Take your time. Be careful. Can you manage?

Suzuki : Yes.

Matsumoto : Stand firm on the floor and keep your hand on the rail.

Suzuki : OK.

Matsumoto : Can you pull down your pants and underwear?

Suzuki : Yes.

Matsumoto : Slowly pull them down to your knees. Do you need any help?

Suzuki : Yes. Would you please help me?

Matsumoto : Then, turn your body and sit on the portable toilet.

Suzuki : Oops.

Matsumoto : Are you OK? You don't have to rush.

Suzuki : All right.

Matsumoto : Can you pull down your pants and underwear a little lower?

Suzuki : Yes.

Matsumoto : I'll place a blanket on your lap. I'll put the toilet paper here. I'll be back in about 5 minutes. Press this button when you finish.

Suzuki : OK. Thank you.

Role playing

Care service user: Takahashi (a man in his 70s)

[He uses a portable toilet at night only.]

In his room at 12:00 midnight. Mr. Takahashi used the toilet at around 11:30 pm.

Role Card A [Care worker]

You will help Mr. Takahashi to use the toilet.

As the nurse call buzzer sounded, you will go to his room.

Ask Mr. Takahashi how his stomach is.

Be considerate toward Mr. Takahashi's feelings when talking to him.

Role Card B [Care service user: Takahashi]

You have been slightly constipated for the past few days. There was no bowel movement when you sat on the toilet about 30 minutes ago. You feel like using the toilet again and you press the nurse call button.

Tell the care worker how sorry you are for having called him/her so often.

Summarize the conversations

Mr. Hiroshi Suzuki often goes to the toilet at night. So he uses a portable toilet at nighttime only.

When helping him to use the toilet, I told him to get up, sit at the edge of the bed, hold on to the rail, and stand up slowly. I had him pull down his pants and underwear as much as he could, and helped him only when he couldn't do it. I asked him to change his position, sit on the portable toilet, and lower the pants and underwear a little more. Then, I placed a blanket on his lap and put the toilet paper (near him). I told him to use the nurse call button after he finished, and left the room.

Lesson 8 Meal

Before learning

1. Who need help to eat?
2. What should you be careful of when helping someone to eat?
3. What kind of eating utensils would be helpful for an individual who has difficulty using his or her hands?

Conversations

Care service user: Masao Yamamoto

(He has right hemiplegia due to cerebral infarction. Because he is right-handed, it is difficult for him to use chopsticks with his left hand. Now he uses a spoon with a holder with his left hand when eating.)

<< Informing him that it's time to eat >>

Matsumoto : Mr. Yamamoto, it's almost lunchtime. Do you need to use the toilet?
(care worker)

Yamamoto : No. I've just finished.

Matsumoto : Good. Then, shall we go to the dining room? I think lunch is almost ready.

Yamamoto : Thank you. What's for lunch today?

Matsumoto : It's chirashi-zushi.

Yamamoto : Oh, really? Chirashi-zushi is my favorite.

<< Eating in the dining room >>

Matsumoto : Mr. Yamamoto, will you use a bib?

Yamamoto : Yes.

Matsumoto : This is your hand towel.

Yamamoto : Thank you.

Matsumoto : Here is your chirashi-zushi.

Yamamoto : Umm, I'm glad (because I like chirashi zushi)..

Matsumoto : The miso soup is hot. Be careful. Here is your spoon.

Yamamoto : Yes, thank you. I'm getting used to using the spoon.

Matsumoto : Really. You use it very well. Enjoy your meal.

Yamamoto : Yes, thank you.

Matsumoto : Take your time.

Yamamoto : I'm finished.

Matsumoto : You've finished it all.

Yamamoto : Yes, I'm full. The chirashi-zushi and miso soup were delicious...

Matsumoto : Really? I'm glad you liked them. May I take away the plates?

Yamamoto : Yes, please. Thank you.

Role Playing

Care service user: Ueda (a woman in her 70s)

[Her elbow pain has cleared and she can now eat on her own. Her appetite is also increasing.]

From her room to the dining room at dinner time:

Role Card A [Care worker]

You will help Ms. Ueda to eat.

Today's menu is "nikujaga (simmered meat and potatoes)."

Ms. Ueda finishes it all.

Role Card B [Care service user: Ueda]

It is dinner time and the care worker will come for you.

Ask the care worker what is for dinner.

You like "Nikujaga."

You will eat everything that's served.

Summarize the conversations

Mr. Masao Yamamoto has right hemiplegia due to cerebral infarction. Because he is right-handed, it is difficult for him to use chopsticks with his left hand. Now he uses a spoon with a holder with his left hand when eating. Mr. Yamamoto asked me what was for lunch. When I told him that it was chirashi-zushi, he seemed happy to hear that. Mr. Yamamoto said he was getting used to using the spoon with a holder. After lunch, he seemed to be satisfied, saying that the chirashi-zushi and miso soup were good. I asked him if I could take away the plates and finished my assistance with his meal.

Lesson 9 Medication after meals

Before learning

1. Do you take medication regularly? What is the medication?
2. Can you name the types of medication?
3. Have you ever helped someone to take oral medication?
What were you careful of (at that time)?

Conversations

Care service user: Jiro Nakamura

(He takes one packet of powdered medicine, two pills and two capsules after every meal.)

<< Taking medicine after meal >>

Matsumoto : Mr. Nakamura, have you finished eating?
(care worker)

Nakamura : Yes. I enjoyed the meal.

Matsumoto : Have you taken your medication?

Nakamura : No. I was just about to take it.

Matsumoto : OK. Which medicine do you usually take first?

Nakamura : I take the powdered medicine first. As powdered medicine is bitter, I use a wafer to wrap it.

Matsumoto : Is that so? Then you should drink some water before taking the medicine. If it is dry inside your mouth, the wafer will stick to it.

Nakamura : OK.

Matsumoto : It'll be easier to swallow the medicine if you put it in the middle of your tongue.

Nakamura : Oh, yes.

Matsumoto : Drink plenty of water.

Nakamura : I've swallowed it. These pills are small. So I'll take two at a time.

Matsumoto : Have you swallowed them? Here are the capsules and then you're finished.

Nakamura : Yes.

Matsumoto : The capsules are slightly big. Maybe you should take one at a time.

Nakamura : OK.

Matsumoto : Have you swallowed them? Is there any medicine left in your mouth?

Nakamura : No. Thank you.

Matsumoto : Not at all.

Nakamura : I don't like hospitals and medicine from the time I was small. I often gave my mother a hard time because I couldn't take powdered medicine.

Matsumoto : Really? My daughter doesn't like taking medicine, either.

Nakamura : Oh, really?

Matsumoto : Well, you will have rehabilitation exercises in the afternoon. So relax until then.

Nakamura : OK. Thank you.

Role Playing

Care service user: Kojima (a woman in her 80s)

[She takes three types of medicine (one small pill, one packet of powdered medicine, one each of blue and white capsules) after every meal.]

In the dining room after dinner:

Role Card A [Care worker]

You will help Ms. Kojima to take her medicine after her meal.

After she takes the medicine, chat with her for a little while and then suggest that she join singing practice in the lobby for a birthday party.

Role Card B [Care service user: Kojima]

You will take medicine after eating.

After taking the medicine, talk about your memories related to medicine.

Summarize the conversations

Mr. Jiro Nakamura takes one packet of powdered medicine, two pills and two capsules after every meal.

Before he took the medicine after his meal, I first confirmed that he had finished eating.

Mr. Nakamura uses a wafer to wrap powdered medicine. I advised him to drink water before taking the medicine so that the wafer would not stick inside his mouth, to place the medicine in the middle of his tongue for easy swallowing, and to take plenty of water.

After Mr. Nakamura had taken the powdered medicine, pills and capsules, in this order, I asked if there was any medicine left inside his mouth. Then I told him to relax until the rehabilitation exercise in the afternoon.

Lesson 10 Taking off and putting on clothes

Before learning

1. Have you ever helped someone to take off or put on clothes?
2. How do you dress an individual with right hemiplegia?

Conversations

Care service user: Toshiyuki Shimizu

(He has right hemiplegia due to a cerebral hemorrhage. He can stand up with a support.)

<< Changing to outdoor clothes (pullover top and pants) in a sitting position >>

Matsumoto : Mr. Shimizu, it's about time we went shopping. Do you want to change your clothes now?
(care worker)

Shimizu : Yes.

Matsumoto : Isn't it cold in the room?

Shimizu : No, it's fine.

Matsumoto : Then, I'm going to close the curtains.

Shimizu : Thank you.

Matsumoto : What do you want to wear today?

Shimizu : Well... the weather looks good today. So I think I'll wear that blue one.

Matsumoto : OK. This blue one, right? Please take off your top first.

Shimizu : OK.

Matsumoto : Mr. Shimizu, can you pull up the top to your chest with your left hand? I'll help with the back.

Shimizu : Thank you.

Matsumoto : OK. Now you take off the left sleeve from the shoulder and then go on to the right side.

Shimizu : All right.

Matsumoto : After taking off the top, you will put this blue top on. Can you do it yourself?

Shimizu : Yes.

Matsumoto : First, put your right arm through the sleeve. After you put your arm through, open around the collar
and slip it over your head.

Shimizu : OK.

Matsumoto : After you slip it over your head, can you put your left arm through?

Shimizu : Yes.

<< Standing up to change pants >>

Matsumoto : When you've finished with the top, change your pants.

Shimizu : OK.

Matsumoto : Can you hold on to the rail and stand up? I'll lower your pants around to your knees.

Shimizu : Yes, thank you.

Matsumoto : OK. Now, could you sit down on the chair and take off the left side?

Shimizu : OK.

Matsumoto : I'll help you if it's difficult for you.

Shimizu : Thank you.

Matsumoto : After you take them off, put your right leg in first.

Shimizu : OK.

Matsumoto : After you're finished with your right leg, put your left leg in. Take your time. Pull up the pants as much as you can.

Shimizu : OK.

Matsumoto : Now, please hold the rail and stand up. I'll finish pulling up your pants.

Shimizu : Thank you.

Matsumoto : Now, you're done. Do you want to look at yourself in the mirror? You look very good.

Shimizu : Thank you.

Role Playing

Care service user: Ono (a woman in her 70s)

[She has left hemiplegia due to a cerebral hemorrhage.]

In her room in the afternoon in the beginning of December. It's cloudy and seems cold. The two of you will be going shopping together.

Role Card A [Care worker]

You will help Ms. Ono to change clothes.

Ask her which clothes she would like to wear.

Role Card B [Care service user: Ono]

You will change clothes with the help of the care worker.

Tell the care worker which clothes you'd like to wear.

Summarize the conversations

Mr. Toshiyuki Shimizu has right hemiplegia due to a cerebral hemorrhage. It was time to go shopping. I asked him if he'd like to change his clothes. Before changing, I asked him if the room was warm enough and then closed the curtains. I asked him what he would like to wear and he said that he'd like to wear his blue outfit since the weather was good. When undressing, I told him to start with his left side, the side unaffected by hemiplegia, and then the right side. I helped with the back side where he could not (pull up his top). When dressing, I helped him while telling him to take the steps in reverse order, starting with putting his right arm through the sleeve, the one affected by hemiplegia. Then I also helped him to change his pants. When finished, I had him see himself full-length in a mirror and finished my assistance with his changing clothes.

Lesson 11 Bathing

Before learning

1. Do you have bathing customs or methods in your country that differ from those in Japan?
2. Have you ever been to a Japanese sento (public bath)? If so, how did you like it?
3. Have you ever given a child, elderly or disabled person a bath?

Conversations

Care service user: Tamiko Sato

(She bathes at a day service center twice a week, for fear of having an accident while bathing alone at home because of her old age.)

<< Making preparations for bathing >>

Takemoto : Hello, Ms. Sato. Are you ready for a bath? Have you brought a change of clothes and a towel?
(care worker)

Sato : Well, I've brought a change of clothes, but I forgot to bring a towel..... Sorry, but can I use one of yours?

Takemoto : Sure. Here you are. Now, shall we go to the bathroom?

<< Taking off clothes in the dressing room >>

Takemoto : Will you take off your slippers and have a seat here?

Sato : OK.

Takemoto : You can take your time to take off your clothes. This basket is for the clothes you have taken off.

Sato : OK.

Takemoto : If you are finished, please go in. The bathroom floor is slippery. Please watch your step.

Sato : OK.

<< Washing hair and body in the bathroom >>

Takemoto : First, let me shampoo your hair.

Sato : Thank you.

Takemoto : How do you find the water temperature?

Sato : Just fine.

Takemoto : Now, let's move on to the body. I'll help you with any hard-to-reach parts. Please don't hesitate to tell me.

Sato : Then, will you wash my back?

Takemoto : Sure.

Sato : Will you rub it a little bit harder?

Takemoto : How do you like this?

Sato : Just fine. Oh, it feels so good.

Takemoto : OK, it's done. Will I wash the soap off or will you do it yourself?

Sato : I'll do it myself.

Takemoto : How do you find the water temperature? It's not too hot?

Sato : No, just fine.

Takemoto : Now, it is time to have a soak in the bath. Please watch your step.

<< Drying the hair and body with a towel in the dressing room >>

Takemoto : Well then, please dry your body with a towel. Is there any hard-to-reach part?

Sato : No, thank you. I've had a nice bath today, as always. I'm feeling refreshed now. It was very refreshing to wash off sweat.

Takemoto : I'm glad to hear that. -----Are you finished?

Sato : Yes.

Takemoto : Your back is still a bit wet. I'll help you a little.

Sato : Oh, please. Thank you.

Takemoto : Shall I dry your hair with a towel?

Sato : Thank you. Could you use a dryer?

Takemoto : Sure.

Sato : Thank you very much.

Takemoto : You're welcome.

<< Going back to the lounge >>

Takemoto : You must be tired. Let's go back to the lounge. You should drink a lot of water.

Sato : OK.

Role Playing

Care service user: Kinoshita (a man in his 80s)

[As he has numbness in his left hand, he is nervous about bathing alone.]

In the bathroom at about 2:00 pm on a winter afternoon:

Role Card A [Care worker]

You will help Mr. Kinoshita bathe.

Firstly, you help him take off his clothes in the dressing room. In taking off his top, he seems to have difficulty unbuttoning the sleeves.

Next, you will help him wash himself in the bathroom.

Lastly, you will help him dry his hair and body with a towel in the dressing room.

After the bath, ask him how he liked the bath.

Role Card B [Care service user: Kinoshita]

You will take a bath.

You have difficulty unbuttoning the sleeves of your top when taking off your clothes.

When washing your body, you have difficulty washing your toes. Ask the care worker for help.

When drying your body with a towel in the dressing room, you cannot reach your back. Ask the care worker to wipe your back.

Tell the care worker how you liked today's bath.

Summarize the conversations

Ms. Tamiko Sato goes to a day service center twice a week.

Today she forgot to bring a towel from home and used a towel of the facility.

I seated her on a chair in the dressing room and asked her to take off her clothes. I told her to watch her step when she entered the bathroom. When she washed her hair and body, I advised her to first shampoo her hair and then wash her body. I let her wash all parts of her body by herself other than her back, which she found difficult to reach and I washed for her. Then I asked her whether the water temperature was not too high, and washed off the soap. After that, I let her have a soak in the bath. After the bath, she said that it had been refreshing to wash off sweat. I helped her dry her body with a towel and dried her hair using a hair dryer. Lastly, I advised her to drink a lot of water and finished my assistance with her bathing.

Lesson 12 Bed bath

Before learning

1. Have you ever wiped someone's body clean?
2. Where do you start when wiping the body?
3. Have you ever had your body wiped clean by someone?

Conversations

Care service user: Toshiko Kojima

(As she has red rashes of uncertain origin, she cannot have a bath.)

<< Wiping the body in the bed in her room >>

Matsumoto : Hello, Ms. Kojima.
(care worker)

Kojima : Hello.

Matsumoto : It's time for a bath, but I think you should refrain from having a bath today, as that can be bad for your rashes. How about a bed bath instead?

Kojima : Oh, please. Thank you.

Matsumoto : Have you finished your toilet?

Kojima : Yes, I have.

Matsumoto : How are you feeling today?

Kojima : I'm fine.

Matsumoto : Good. Then please use this towel. Firstly, please wipe your eyes.

Kojima : OK.

Matsumoto : Next, please wipe your entire face, using the other side of the towel.

Kojima : OK.

Matsumoto : How do you find the temperature of the towel? If you find it too hot, please don't hesitate to let me know.

Kojima : OK, I will.

Matsumoto : Then please wipe around your ears.

Kojima : It's so refreshing to wipe with a warm towel like this.

Matsumoto : Good. Next, please wipe your neck. Put your chin up a little, and it becomes easier to wipe.

Kojima : Like this?

Matsumoto : Yes. After the neck, wipe your hands. Please be careful and don't forget to wipe between the fingers.

Kojima : OK.

Matsumoto : Ms. Kojima, you've got redness around the navel.

Kojima : Yes, and I feel a bit itchy in the area, too.

Matsumoto : Oh, do you? But try not to scratch the area, however itchy it is.

Kojima : OK.

Matsumoto : Ms. Kojima, are you feeling all right? Do you feel refreshed?

Kojima : Yes. Thank you very much. Now I'm clean and feeling great.

Matsumoto : I'm glad to hear that. You must be tired. Take good care.

Kojima : Thank you very much.

Role Playing

Care service user: Uchino (a woman in her 60s)

[She has had a slight fever since this morning.]

In her room at around 3:00 pm:

Role Card A [Care worker]

You will advise Ms. Uchino to have a bed bath instead of a bath in the bathroom, and help her in wiping her body with a towel.

She has redness on her back and arms. Ask her what has happened.

Role Card B [Care service user: Uchino]

You will have the care worker help you in wiping your body with a towel.

When the air becomes dry, your back and arms begin to feel itchy.

Summarize the conversations

Ms. Toshiko Kojima cannot have a bath in the bathroom because she has red rashes of uncertain origin.

Before a bed bath, I explained to her why she should refrain from having a bath in the bathroom. I asked her about her health condition and she said she was all right. I handed a towel to her and told her to wipe her eyes, entire face, ears, neck and hands, in this order, while making sure that she did not omit any part of the body. I checked her skin condition and noticed that she had redness around her navel. As she said the area felt itchy, I advised her not to scratch it. At the end, I asked her if she did not feel sick.

Lesson 13 Daily conversations

Before learning

1. When you talk to a care service user, what is your first question going to be?
2. What do you think care service users want to talk about with the staff?

Conversations

Care service user: Masayo Kawamura

(She feels numbness in her hands from time to time. She practices gripping a ball for her rehabilitation.)

<< Matsumoto (care worker) asks Ms. Kawamura about her health condition and has a chat with her. >>

Matsumoto : Hello, Ms. Kawamura. You have a healthy complexion today.
(care worker)

Kawamura : Thank you. I've been in good health these days.

Matsumoto : Have you? That's fine. How about your hands? Do you still feel numbness in them?

Kawamura : Yes, once in a while... But I feel they are getting better little by little.

Matsumoto : That's good. How about your rehabilitation?

Kawamura : I practice gripping a ball every day. Now I can put more strength into my hands than before.

Matsumoto : I'm happy to hear that. Keep up the good work.

Kawamura : Yes, I will. Although I have slight numbness in my hands today, I knit when my hands are feeling good. It's going to be cold soon, so I'm thinking of knitting a muffler for my grandchild, who is an elementary school student.

Matsumoto : That's great. I'm sure your grandchild will be happy with it. Have you been knitting for a long time?

Kawamura : Yes, since I was young.

Matsumoto : Is that so? I remember my mother knitting sweaters and sewing skirts for me when I was a child.
Handmade things are always nice. I can feel the love of who made them.

Kawamura : Yes, you are right.

Matsumoto : Ms. Nakamura, will you teach me knitting when the numbness in your hands disappears?

Kawamura : Sure, with pleasure.

Matsumoto : I'm looking forward to it!

Role Playing

Care service user: Koike (a woman in her 70s)

[She has had a slight pain in her right shoulder since a few days ago.]

In her room at around 10:00 am:

Role Card A [Care worker]

You will go to Ms. Koike's room and talk to her.

Ask her about her right shoulder.

Role Card B [Care service user: Koike]

Talk with the care worker who has come to your room.

You still feel a slight pain in your right shoulder, but it is getting better.

You started to draw yesterday, which is your favorite pastime.

Talk about it.

Summarize the conversations

Ms. Masayo Kawamura has numbness in her hands and practices gripping a ball for her rehabilitation.

When I asked her about her health condition today, she said that she still had numbness in her hands once in a while but that it was gradually improving. She also said that she felt she could put more strength into her hands than before during her daily rehabilitation. When her hands are in good condition, she enjoys knitting, which she has been doing since she was young. She said that as it was going to be cold soon, she was thinking of knitting a muffler for her grandchild, who was an elementary school student.

I told her that my mother had knitted me sweaters and other things when I was a child, and asked her if she could teach me knitting when the numbness in her hands disappeared.

Lesson 14 Planning a recreational activity

Before learning

1. What recreational activities do you think would be appropriate for a care facility?
2. Which of the activities you have named in 1 are you best at?
3. What do you think care facilities can do to provide fun and enjoyment for their care service users?

Conversations

New care worker: Maria (She has never acted as the leader of a recreational activity.)

<< Matsumoto (care worker) asks Maria to act as the leader of a recreational activity. >>

Matsumoto : Maria, do you have any good ideas for next month's recreational activity?

(care worker)

Maria : Let me see... How about introducing my country's songs and dances?

Matsumoto : Oh, that's a good idea. Maria, I know you are a very good singer and dancer. Why don't you act as the leader for next month's recreational activity? Will this be the first time you have led a recreational activity?

Maria : Yes. It will be my first time, although when Takahashi-san did so, I helped her a little...

Matsumoto : It may be a challenging role for a first timer, but I think it will be a good experience for you. So why not give it a try?

Maria : OK. I will.

Matsumoto : What do you think we can do to give care service users a good time?

Maria : Let me see... How about those who can move dance to music on a CD while others who cannot can beat time with their hands?

Matsumoto : Oh, that's a good idea. So, Maria, will you choose songs and dances that everybody can enjoy?

Maria : OK. I'll listen to some CDs and think which one is good.

Matsumoto : Then I'll leave it to you. If you have any questions, please feel free to ask me anytime. Well, how about you first suggesting ideas, and then we will have a meeting next Monday to make arrangements?

Maria : OK, then let's meet on Monday. I'll prepare by then.

Matsumoto : Thank you.

Role Playing

Care worker B: Mario

[He became a care worker this year and has never acted as the leader of a recreational activity. He is good at both singing and playing the guitar.]

In the staff room in November to make arrangements for a Christmas party on the 25th of the next month.

Role Card A [Care worker]

Ask Mario to suggest ideas on what to do for the Christmas party.

Ask Mario to act as the leader for the event.

The staff will meet next Monday to make arrangements.

Role Card B [Mario]

Suggest ideas on what to do for the Christmas party.

Accept the offer to become the leader.

Summarize the conversations

Maria has never acted as the leader of a recreational event. I asked her whether she had any good ideas for next month's recreational activity. As she said she could introduce her country's dances to the care service users, I asked her to become the leader for next month's recreational activity. She accepted, although it would be the first time for her to be a leader. Her suggestion was that care service users move their bodies or beat time with their hands to music on a CD. It was decided that she would choose songs we would use for the recreational activity, and also develop a general plan. I told her to feel free to ask me any questions anytime.

We are planning to meet next Monday to make arrangements based on her suggestions.

Lesson 15 Handover

Before learning

1. Who are involved in giving care at care facilities?
2. What information do you think should be included in handovers?

Conversations

Care worker 1: Yoshie Matsumoto Nurse : Satomi Maekawa
Care worker 2: Katsuhiko Inoue Occupational therapist : Kaoru Sakamoto
Care worker 3: Akiko Yoshida

Matsumoto (care worker) : Shall we start this evening's handover? Mr. Inoue, do you have anything (to report)?

Inoue (care worker) : The family of Ms. Ai Koyama, in Room 311, has brought her some fruit. Please tell her to eat it for dinner. I've written her name on it and put it in the refrigerator. Mr. Koji Hashimoto, in Room 315, is scheduled to see a dentist at 10:00 am tomorrow.

Matsumoto : Ms. Yoshida, do you have anything (to report)?

Yoshida (care worker) : Ms. Yumi Ishii, in Room 317, stayed out overnight and has not returned yet. I called her daughter's mobile phone and learned that Ms. Ishii wanted to stay home longer. I guess this is because it has been quite a while since she was last at home. I'm thinking of waiting a little more. I'll call again next morning to find out (when she will return).

Matsumoto : Ms. Maekawa, do you have anything (to report)?

Maekawa (nurse) : The body temperature of Mr. Kiyoshi Watanabe, in Room 312, was 37.8 degrees at 16:00. He has been given medication, but is still feverish. So please continue the follow-up. Mr. Junichi Nakajima, in Room 318, has a running sore on the chest. I've applied medication to the sore and covered it with gauze. As Mr. Nakajima has sensitive skin, this has happened several times since he was admitted here. Special attention should be paid to his hygiene.

Matsumoto : Ms. Sakamoto, do you have anything (to report)?

Sakamoto (occupational therapist) : Tomorrow's rehabilitation exercise will start at 3:30. It usually starts at 3:00, but the schedule has been changed. Please be careful not to forget it. I'd also appreciate it if you could communicate this change to the care service users as well.

Matsumoto : Do you have anything else to report? If not, that's all for today's handover. Thank you for your participation.

Role Playing

Staff: Abe, Ozawa, Fukushima, and Mario

Handover takes place in the staff room in the evening.

Role Card A [Care worker: Abe]

Lead the handover.

Role Card B [Care worker: Ozawa]

Report on Ms. Toshiko Kojima (Room 316).

He has red rashes above the navel. As she has been given medication, you confirmed that it had been applied in the morning. Her doctor said that she should refrain from having a bath in the bathroom for a while. She will have a bed bath instead of a bath in the bathroom tomorrow.

Role Card C [Care worker: Fukushima]

Report on Ms. Masayo Kawamura (Room 321).

She has stayed up late till around 2:00 am and slept late into early afternoon for the past three days. If she stays up late again tonight, warning should be given to her so as not to disturb her daily pattern of life.

Role Card D [Care worker: Mario]

Report on changes to tomorrow's Christmas party.

Changes

Time: the starting time has been changed from 3:00 pm to 4:00 pm.

Venue: the venue has been changed from the dining room to the lobby on the second floor.

Summarize the conversations

1. Communication of information about care service users

| Room number | Name of care service user | Information to be communicated | Reporter |
|-------------|---------------------------|--|----------|
| 311 | Ai Koyama | Tell her to eat the fruit that her family has brought her for dinner. The fruit is in the refrigerator, with her name written on it. | Inoue |
| 315 | Koji Hashimoto | Scheduled to see a dentist at 10:00 tomorrow morning. | Inoue |
| 317 | Yumi Ishii | Away overnight and still wants to stay at her home. Yoshida will call her tomorrow morning. | Yoshida |
| 312 | Kiyoshi Watanabe | His body temperature was 37.8°C at 16:00. Although he has been given medication, he is still feverish. Follow-up is necessary. | Maekawa |
| 318 | Jun-ichi Nakajima | He has a running sore on the chest. Maekawa has applied medication to the sore and covered it with gauze. As he has sensitive skin, special attention should be paid to his hygiene. | Maekawa |

2. Others

| Room number | Name of care service user | Information to be communicated | Reporter |
|-------------|---------------------------|---|----------|
| | | The starting time of tomorrow's rehabilitation exercise has been changed from 3:00 pm to 3:30 pm. Inform care service users of this change. | Sakamoto |

Lesson 16 Dealing with forgetful care service users

Before learning

1. Have you ever looked for something that you had lost or mislaid?
2. How do you encourage someone depressed by failure?

Conversations

Care service user: Michiyo Sasaki

(She has recently become increasingly forgetful and is concerned about that.)

<< Looking for a cane >>

Matsumoto : Ms. Sasaki, are you looking for something?
(care worker)

Sasaki : Yes. I thought I would use my cane, but I mislaid it and cannot find it ...

Matsumoto : Do you remember when you last used it?

Sasaki : This morning, I used it to go to the toilet, and to go to have breakfast... After that, I used it to go to have lunch, and then to go to the toilet after lunch. I cannot remember where I put it after that...

Matsumoto : I see. So perhaps it's in the toilet. Shall we go to the toilet and look for it together?

Sasaki : Yes, please.

<< Finding the cane in front of the toilet >>

Matsumoto : Ms. Sasaki, is this (yours)?

Sasaki : Oh, did you find it here? I left it here when I came to the toilet. Sorry.

Matsumoto : Never mind.

Sasaki : Recently I've become increasingly forgetful. I often lose things ...

Matsumoto : Do you? I also often mislay my keys, mobile phone and other things.

Sasaki : Really? But, Ms. Matsumoto, you are so young.

Matsumoto : No. When I cannot remember where I put something, I ask my daughter to help me find it.

Sasaki : Oh, do you?

Matsumoto : Yes. If you have any trouble, please feel free to tell me anytime.

Sasaki : Yes, I will. Thank you for always helping me.

Role Playing

Care service user: Honda (a woman in her 80s)

[She has recently become increasingly forgetful.]

It is the afternoon and Ms. Honda is looking for something in the corridor.

Role Card A [Care worker]

Ask Ms. Honda what has happened to her, and join her in looking for the thing that she has lost.

It was found in the lobby.

Talk to her to relieve her of her worry.

Role Card B [Care service user: Honda]

You are looking for your glasses, which you have mislaid and could not find.

You noticed that you mislaid your glasses when you wanted to read a newspaper.

This morning you had breakfast in the dining room, watched TV in the lobby and went back to your room immediately.

Tell (the care worker) that recently you have become increasingly forgetful and that you are concerned about it.

Summarize the conversations

Recently, Ms. Michiyo Sasaki has become increasingly forgetful and is concerned about that.

Today, I saw her looking for something again. I spoke to her and she said she had mislaid her cane. I thought from her story that she had mislaid it when she went to the toilet after lunch. So I went to the toilet together with Ms. Sasaki to look for the cane and found it. As she seemed very concerned about her increased forgetfulness, I told her that I also often mislaid my keys and mobile phone. She was surprised to hear that. I told her to feel free to ask me for help anytime.

Lesson 17 Dealing with care service users who eat much between meals

Before learning

1. Do people in your country eat snacks between meals? If so, when and what snacks do they eat?
2. In what situation do you want to eat snacks between meals?
3. In what situation do you think people begin to eat more snacks and less meals?

Conversations

Care service user: Yoshimi Tanaka

(She has recently begun to eat a lot between meals, which makes her unable to eat regular meals.)

<< Talking to Ms. Tanaka who is eating snacks >>

Matsumoto : Hi, Ms. Tanaka. Are you eating something?
(care worker)

Tanaka : Yes, I'm eating rice crackers.

Matsumoto : Oh, are you? Have your family brought you them?

Tanaka : Yes... I felt hungry again...

Matsumoto : But if you eat between meals, you cannot eat regular meals, can you?

Tanaka : I think you're right. But I don't feel like eating meals...

Matsumoto : Is that so? The food here is not really to your taste, is it?

Tanaka : Well, actually, it's too tender and too lightly seasoned for me...

Matsumoto : Many care service users have teeth problems. There are also many care service users who should be careful not to take too much salt.

Tanaka : But the meals served here are all as soft as tofu and are too lightly seasoned. They do not give me the feeling of eating a meal.

Matsumoto : Is that so?

Tanaka : That's why I'm tempted to eat snacks like rice crackers...

Matsumoto : I see. Shall I talk to the staff in charge of meals? I will ask the staff if less soft and more strongly seasoned meals can be served.

Tanaka : Oh, please. Thank you. Then I won't have to eat between meals any longer...

Matsumoto : That's good. I think I should ask you later what your favorites are.

Tanaka : OK.

Matsumoto : I hope you will be happy with your meals.

Role Playing

Care service user: Nakamura (a man in his 70s)

[Some time after being admitted to the facility, he began to smoke again, which he had quit before. He used to be a member of a chorus group as a student, and likes to sing.]

In the smoking area in the afternoon:

Role Card A [Care worker]

You see Mr. Nakamura smoking.

Ask him why he smokes and give him advice.

Advise him to turn his attention to things other than smoking.

Role Card B [Care service user: Nakamura]

When you are smoking, a care worker approaches you.

You want to quit smoking, but you smoke because you have nothing else to do every day.

Summarize the conversations

Ms. Yoshimi Tanaka has recently begun to eat a lot between meals, which makes her unable to eat regular meals.

When I passed by her room, I saw her eating rice crackers. I said to her that eating a lot between meals would make her unable to eat regular meals. She said that she did not feel very much like eating meals. Then I asked her about the food served at the facility and she said that it was not to her taste because it was too soft and too lightly seasoned for her. That was why she ate snacks between meals unthinkingly. I told her that I would consult the staff in charge of meals about the ingredients and seasonings of her meals. Then I asked her to tell me about her favorites later.

Lesson 18 Dealing with care service users who make many nurse calls

Before learning

1. When do you think care service users make nurse calls?
2. How do you think you should respond to care service users who make nurse calls because they want to have someone to talk to?
3. What do you think you should do when several care service users make nurse calls at the same time?

Conversations

Care service user: Yoko Koike

(She makes a nurse call when she wants someone to talk to.)

<< Ms. Koike has made a nurse call because she wanted someone to talk to. >>

Matsumoto : Ms. Koike, what's happened?
(care worker)

Koike : Thank you for coming. My back hurts. Would you raise (the head of) the bed a little?

Matsumoto : Sure. How do you like this?

Koike : Oh, I'm comfortable now. Sorry for always troubling you, but would you also smooth out the wrinkles in the towel beneath my head?

Matsumoto : Sure. Will you raise your head a little?

Koike : Thank you very much. I've been on my own in this room for a long time. I wanted someone to talk to...

Matsumoto : I know what you mean. We want someone to talk to after being confined to a room for a long time. Oh, is the person in the photo your husband? He has a charming smile.

Koike : Yes, but he passed away three years ago. He was a very sweet person... When he was alive, we often enjoyed traveling and mountain climbing together.

Matsumoto : You are lucky to have had such a lovely husband. Where was the photo taken? It's a beautiful snowy landscape.

Koike : It was taken a long time ago, when we traveled to Hokkaido to celebrate our silver wedding anniversary. We had fantastic food and relaxed in a hot spring. We had a really great time.

Matsumoto : I hear winter in Hokkaido is very beautiful. Ms. Koike, I'll come again. Why don't you also walk out of this room and drop in at the staff room to see us when you feel fine?

Koike : OK. Thank you.

Role Playing

Care service user: Sasaki (a woman in her 80s)

[She makes a nurse call when she has difficulty getting to sleep.]

At 11:00 pm in her room. A New Year photo of her family is displayed at her bedside.

Role Card A [Care worker]

Ms. Sasaki has made a nurse call. You will go to her room.

Listen to her request.

Talk with her about the photo displayed at her bedside.

Say a few warm words before leaving the room.

Role Card B [Care service user: Sasaki]

You will make a nurse call to call a care worker.

You have pain in your shoulders. Ask the care worker to massage them.

Your legs also feel heavy. Ask the care worker to rub them.

Show the care worker the photo and talk about it.

Tell the care worker that your family will come to see you next Sunday.

Summarize the conversations

Ms. Yoko Koike makes a nurse call when she wants someone to talk to. Today she made a nurse call again, and I went to her room. She said that her back hurt and asked me to raise the head of her bed. I raised (the head of) her bed. Then she asked me to smooth out the wrinkles in the towel over the pillow. After that I chatted with Ms. Koike about a photo displayed at her bedside. She told me that when her husband had been healthy, they had traveled and climbed mountains together. After listening to her, I encouraged her to drop in at the staff room when she felt fine.

Lesson 19 Dealing with families (1)

Before learning

1. Why do you think care service users' families bring gifts for staff?
2. Why do you think care facilities usually have a rule that they do not accept gifts from care service users' families?
3. How do you think you should refuse to accept gifts when care service users' families have brought them?

Conversations

Care service user's family member: Ms. Yamashita's daughter

<< Ms. Yamashita's daughter drops in at the staff room after visiting her mother. >>

Matsumoto (care worker) : Are you leaving?

Ms. Yamashita's daughter : Yes.

Matsumoto : Thank you for taking the time to come to see her today.

Ms. Yamashita's daughter : It is me who wants to say thank you. I thank you all for taking good care of my mother.
Today I've come to bring my mother my son's photos.

Matsumoto : Have you?

Ms. Yamashita's daughter : Yes. He'll be 7 years old this year. He's made a lot of friends at elementary school and often plays soccer (with them).

Matsumoto : Is that so? I bet Ms. Yamashita was very glad to see the photos.

Ms. Yamashita's daughter : Yes. She was very happy to see them. My mother was an athletic woman when she was young. She told me of her memories of when she was the captain of a volleyball team and her team won a prefectural championship.

Matsumoto : That's great.

Ms. Yamashita's daughter : By the way, I've brought to you a little something. It's just a small token of our appreciation. I'm not sure if it's to your taste, but I hope that you and the other staff will enjoy it.

Matsumoto : Oh, you shouldn't have done this. Actually, we have a rule that we do not accept any gifts from care service users' families... But, thank you anyway. It means a lot to us that you offered.

Ms. Yamashita's daughter : This is nothing special. Please accept it.

Matsumoto : No, we can't. You don't have to show such concern for us. Ms. Yamashita looks very happy when someone from her family comes to see her, and that alone is enough.

Ms. Yamashita's daughter : Oh, I understand. ----- I'll try to find more time to come to see her. Thank you for taking good care of my mother. Now I've got to go.

Matsumoto : Thank you for (coming) today. Take care.

Role Playing

Care service user's family: Daughter of Ms. Ishii (a female care service user in her 80s)

[She has come to see her mother.]

In the corridor of the facility on a Sunday afternoon:

The daughter speaks with a care worker after visiting her mother.

Role Card A [Care worker: Matsumoto]

Thank (the daughter) for coming to see her mother.

Ask her how Ms. Ishii is doing.

Role Card B [Care service user's family: Ms. Ishii's daughter]

You will say hello to the care worker before leaving.

Talk to the care worker about how your mother is doing.

Your mother looked well. She likes to listen to classical music, and said that she listened to CDs in her room every day. She also told you of her memories of when she took violin lessons in her young days and went to concerts with your father.

You are thinking of sending a small gift to the care worker, who always takes good care of your mother.

Ask the address of the care worker.

Summarize the conversations

Ms. Yamashita's daughter came to see her mother. I thanked her for visiting her mother before she left, and she told me about how Ms. Yamashita was doing. She said that Ms. Yamashita had been very happy to see her grandchild's photos and had told of her memories, for example, of playing volleyball when young.

The daughter offered me a present. I explained to her about our rule that we cannot accept any gifts from care service users' families. However, she insisted on my accepting it. After showing respect for her feelings, I refused her offer in a polite manner and told her that I hoped she would visit her mother again.

Lesson 20 Dealing with families (2)

Before learning

1. What questions do you think families who come to see care service users are likely to ask care workers?
2. What do you think care workers should talk about with families who come to see care service users?
3. Besides talking during visiting hours, what other means of communication between care service users' families and care workers can you think of?

Conversations

Care service user's family: Daughter of Ms. Harada

<< Ms. Harada's daughter has come to ask how her mother is doing. >>

- Ms. Harada's daughter : I am the daughter of Harada in Room 305. Thank you very much for always taking care of my mother. How is she doing here these days? Doesn't she have difficulty getting to sleep at night?
- Matsumoto (care worker) : She sleeps well at night, and has a good appetite as well... During the day, she watches TV in her room and talks a lot with other care service users and the staff.
- Ms. Harada's daughter : Good. My mother is nervous and often becomes shy of strangers. I was quite worried if she could get along well with people here...
- Matsumoto : Is that so? Your mother has many friends here and also actively participates in the facility's activities.
- Ms. Harada's daughter : I'm relieved to hear that.
- Matsumoto : By the way, our facility's sports meet is scheduled for the second Saturday of the next month. If you have time, why don't you come and join us? I'm sure Ms. Harada will be happy if her family is there.
- Ms. Harada's daughter : Actually, she said the same thing a while ago. I'll definitely find the time out of work to join you.
- Matsumoto : Thank you very much. I also hope that you will come to see your mother again when you have time, as I know Ms. Harada really looks forward to seeing her family.
- Ms. Harada's daughter : I know. I'll come to see my mother again. Then, I've got to go now today.
- Matsumoto : See you. Take care.

Role Playing

Care service user's family: Son of Ms. Chiba (a female care service user in her 70s)

[He has come to see his mother.]

In front of the staff room on a weekday night, Ms. Chiba's son drops in at the staff room after visiting his mother.

Role Card A [Care worker]

Ms. Chiba sleeps well at night and has a good appetite as well.

She actively participates in recreational activities and gets along well with other care service users.

During the day, she speaks to other care service users who are on their own and enjoys talking with them.

Tell her son that the facility will hold a karaoke party Sunday next week.

Role Card B [Care service user's family: Ms. Chiba (Room 301)'s son]

Say hello to the care worker and ask about how your mother is doing.

Your mother is a little short-tempered. So you are worried if she can get along well with other people.

Summarize the conversations

Ms. Harada's daughter dropped in at the staff room after visiting her mother. She seemed to have been worried about the current health of her mother and how she was doing in the facility. I told her that Ms. Harada slept well at night, had a good appetite and actively participated in the facility's events. The daughter seemed to have been relieved to hear that.

I told her about the facility's sports meet to be held next month. She said that she would find time out of work to join us. I said to her that her mother looked forward to seeing her family more than anything and asked her to visit her mother when she has time.