

Japanese Can-do Statements for Care Based on the Japan Foundation Standards for Japanese Language Education  
for the Development of New Japanese Language Proficiency Tests  
Focused on Japanese Communication Skills on the Sites of Nursing Care (KCDS)

Level K2b

No.	Language Skill	Japanese Language Proficiency Can-do Statements for Care	Topic/ Setting	Object/ Interaction Partner	Category	Types of Language Activity
1	Speaking	I can explain customs in some detail that relate to my religion, such as special clothes, fasting, prayers, etc.	Self-introduction	Users・staff	Taking part in social communication	Interactive activities (Oral)
2	Speaking	I can explain in some detail a user's condition and how the facility respond to it when the user's family come to visit him/her.	Responding to user's family	Users' families	Taking part in communication related to duties	Interactive activities (Oral)
3	Speaking	I can explain to a user what he/she will do during a recreation activity or event if I can look at printed material, such as a memo, programme, etc..	Business correspondence	Users	Communicating with users	Interactive activities (Oral)
4	Speaking	I can talk to a user who is in trouble or doesn't look well and keep the conversation going understanding his/her responses.	General assistance	Users	Taking part in empathic communication with users	Interactive activities (Oral)
5	Speaking	I can keep a conversation going about celebrities or famous people that a user likes while asking and answering questions in some detail.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
6	Speaking	I can keep a conversation going about familiar topics including a user's hobbies and past job experiences while asking and answering questions in some detail.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
7	Speaking	I can listen to a user showing sympathy and understand what he/she talk about his/her memories of past days, trouble with interpersonal relationships, etc.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
8	Speaking	I can keep a conversation going about, for example, his/her and my own experiences while asking and answering questions in some detail.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
9	Speaking	I can talk with a user in some detail about impressions and feelings after a festival or an event.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
10	Speaking	I can keep a conversation going while asking questions when a user talks in various speech styles.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
11	Speaking	I can communicate with staff in some detail about each other's experiences.	Chat	Staff	Interacting in informal situations	Interactive activities (Oral)
12	Speaking	I can listen to a user and understand what he/she wants his/her family to do, and keep the conversation going to respond to it.	General assistance	Users	Listening to users' requests and complaints	Interactive activities (Oral)
13	Speaking	I can make a well-organized oral report when handing over shift about, for example, the content of care, the condition of a user, a user's daily schedule, etc., and respond to anticipated questions, if you look at your notes.	Business correspondence/Handing over	Staff	Taking part in communication related to duties	Interactive activities (Oral)
14	Speaking	I can report essential information and consult with staff when handing over shift about the response when a user seems not to be the same as usual.	Business correspondence/Handing over	Staff	Taking part in communication related to duties	Productive activities (Speaking)
15	Speaking	I can precisely answer questions from staff about a user's condition (e.g. where hurts and how much it hurts) using short phrases and words that include onomatopoeia.	Business correspondence	Staff	Taking part in communication related to duties	Interactive activities (Oral)

16	Speaking	I can understand general work duties (physical assistance, associated duties, records, etc.) while asking questions to staff and checking understanding.	General assistance	Staff	Taking part in communication related to duties	Interactive activities (Oral)
17	Speaking	I can explain to staff or the facility director my current situation and plans for learning the Japanese necessary for my duties, and consult with them about, for example, how to study.	Assistance related to duties	Staff	Taking part in communication related to duties	Interactive activities (Oral)
18	Speaking	I can explain to staff in some detail the situation and your feelings, and try to come up with a solution, when a problem occurs at work or in my life.	Assistance related to duties	Staff	Taking part in communication related to duties	Interactive activities (Oral)
19	Speaking	I can explain the situation in some detail to staff and consult with them about how to respond when I hear a complaint from a user who has a mental illness, such as dementia, that "You stole my wallet" (delusion of theft).	Assistance related to duties	Staff	Taking part in communication related to duties	Interactive activities (Oral)
20	Speaking	I can check details of the work and receive instructions in order to prepare seasonal or other events with staff.	Business correspondence	Staff	Interacting during cooperative work	Interactive activities (Oral)
21	Listening	I can listen to a member of staff talking about the name of disease and the condition of a user and how to respond to it, and understand detailed information necessary for his/her care.	Business correspondence	Staff	Taking part in communication related to duties	Receptive activities(Listening)
22	Listening	I can listen to and understand a member of staff's explanation using onomatopoeia, including "His heart is beating <i>doki-doki (loudly)</i> ," and know the health condition of the user.	Business correspondence	Staff	Taking part in communication related to duties	Receptive activities(Listening)
23	Listening	I can listen to and understand a member of staff's explanation of points to be careful of and how to use tools or equipments necessary for physical assistance, such as bathing equipment, while being shown these.	Business correspondence	Staff	Taking part in communication related to duties	Receptive activities(Listening)
24	Listening	I can listen to and understand an emergency announcement in the facility, including a fire or earthquake alarm.	Business correspondence	Announcement	Listening to announcements	Receptive activities(Listening)
25	Listening	I can listen to a member of staff and understand a simple explanation and important points about records while being shown these.	General assistance	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
26	Listening	I can understand how to serve care food and Japanese tea (green tea, hojicha - roasted green tea, genmaicha - tea with roasted rice, etc.)by being shown and other important points while for service.	Physical assistance/Eating assistance	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
27	Listening	I can listen to and understand a member of staff's instructions and important points related to a user's medicine.	Physical assistance /Assistance taking medicine	Staff	Taking part in communication related to duties	Receptive activities(Listening)
28	Listening	I can listen to and understand a user's complaints related to his/her body and feelings using onomatopoeia including "I have a <i>kiri-kiri(Sharp)</i> pain in my stomach," or "I have <i>zoku-zoku (a chill)</i> ."	General assistance	Users	Listening to users' requests and complaints	Receptive activities(Listening)
29	Listening	I can listen to and understand what a user with dementia says, including "I want to go home" or "my stuff was stolen" while checking my understanding.	Handing over	Users	Listening to users' requests and complaints	Receptive activities(Listening)
30	Listening	I can understand what a user says even if it includes particular old-fashioned words that older people use including "kawayaya" or "emonkake", or short expressions using dialect including "azumashii" ("feeling good" in the Tohoku dialect).	General assistance	Users	Interacting with users	Receptive activities(Listening)
31	Listening	I can listen to and understand detailed information about a change in a user's condition and the response to this, when handing over shifts.	Business correspondence/Handing over	Staff	Taking part in communication related to duties	Receptive activities(Listening)
32	Writing	I can write in some detail the condition of users that I am responsible for, including what they said, in care records either input by computer or written by hand.	Business correspondence	Care recording	Writing documents related to duties	Productive activities (Writing)

33	Writing	I can write in detail the circumstances in a “hiyarihatto” report when I cause a user to fall over when moving him/her during the administration of body care if I receive help from staff.	Business correspondence	Reports	Writing documents related to duties	Productive activities (Writing)
34	Writing	I can write in detail the circumstances in an accident report when I cause a user to fall over when moving him/her during the administration of body care if I receive help from staff.	Business correspondence	Reports	Writing documents related to duties	Productive activities (Writing)
35	Reading	I can read and understand most of the contents of an e-mail or SNS text containing a message written in some detail related to work from a member of staff.	Business correspondence	Emails·SNSs	Interacting by letter or email	Receptive activities(Reading)
36	Reading	I can read a short simple explanation written in a manual about currently prevalent infectious diseases, and to some extent can understand specialized information, such as how to make disinfectant.	General assistance	Manuals	Reading essential information	Receptive activities(Reading)
37	Reading	I can read a manual (instructions) related to the care provided in the facility, and find informations needed to carry out my work, such as methods of care and points I need to pay attention to, if a member of staff helps me by explaining unknown words.	General assistance	Manuals	Finding out essential information	Receptive activities(Reading)
38	Reading	I can read care records, and understand without help the information concerning user’s health conditions, and how to administer care.	Business correspondence	Care recording	Reading essential information	Receptive activities(Reading)
39	Reading	I can read care records, and understand without help a user’s main food preferences (likes and dislikes of food, seasoning, etc.).	Business correspondence	Care recording	Reading essential information	Receptive activities(Reading)
40	Reading	I can read an accident report and understand without help necessary informations.	Business correspondence	Reports	Reading essential information	Receptive activities(Reading)
41	Reading	I can read the “hiyarihatto” report and understand without help necessary informations.	Business correspondence	Reports	Reading essential information	Receptive activities(Reading)
42	Reading	I can read a memo such as announcement written on a whiteboard, and understand without help informations needed to carry out my duties.	Business correspondence	Memos·Cards	Reading essential information	Receptive activities(Reading)
43	Reading	I can read notices from the facility about social events, staff training, etc. and find necessary informations without help, such as work announcements, duties, etc..	Business correspondence	Handouts	Finding out essential information	Receptive activities(Reading)
44	Reading	I can read notes and find necessary information without help, such as work announcements, duties, etc.	Business correspondence	Correspondence notebooks	Finding out essential information	Receptive activities(Reading)
45	Reading	I can read instructions related to equipments and care products used when administering care (self-help devices, walkers, etc.), and understand without help informations needed to carry out my work.	General assistance	Descriptions	Reading essential information	Receptive activities(Reading)
46	Reading	I can read instructions for equipment used for back of house work, such as washing machines and vacuum cleaners, and understand without help information needed to carry out my work.	General assistance	Descriptions	Reading essential information	Receptive activities(Reading)