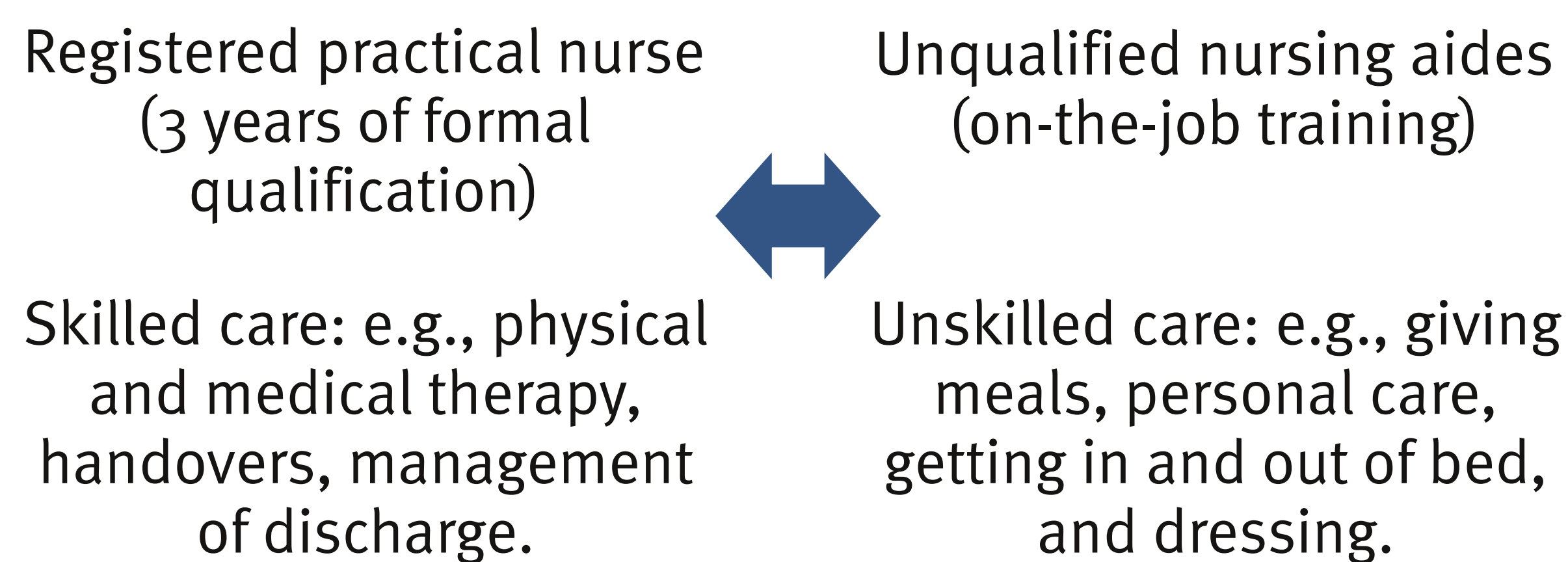


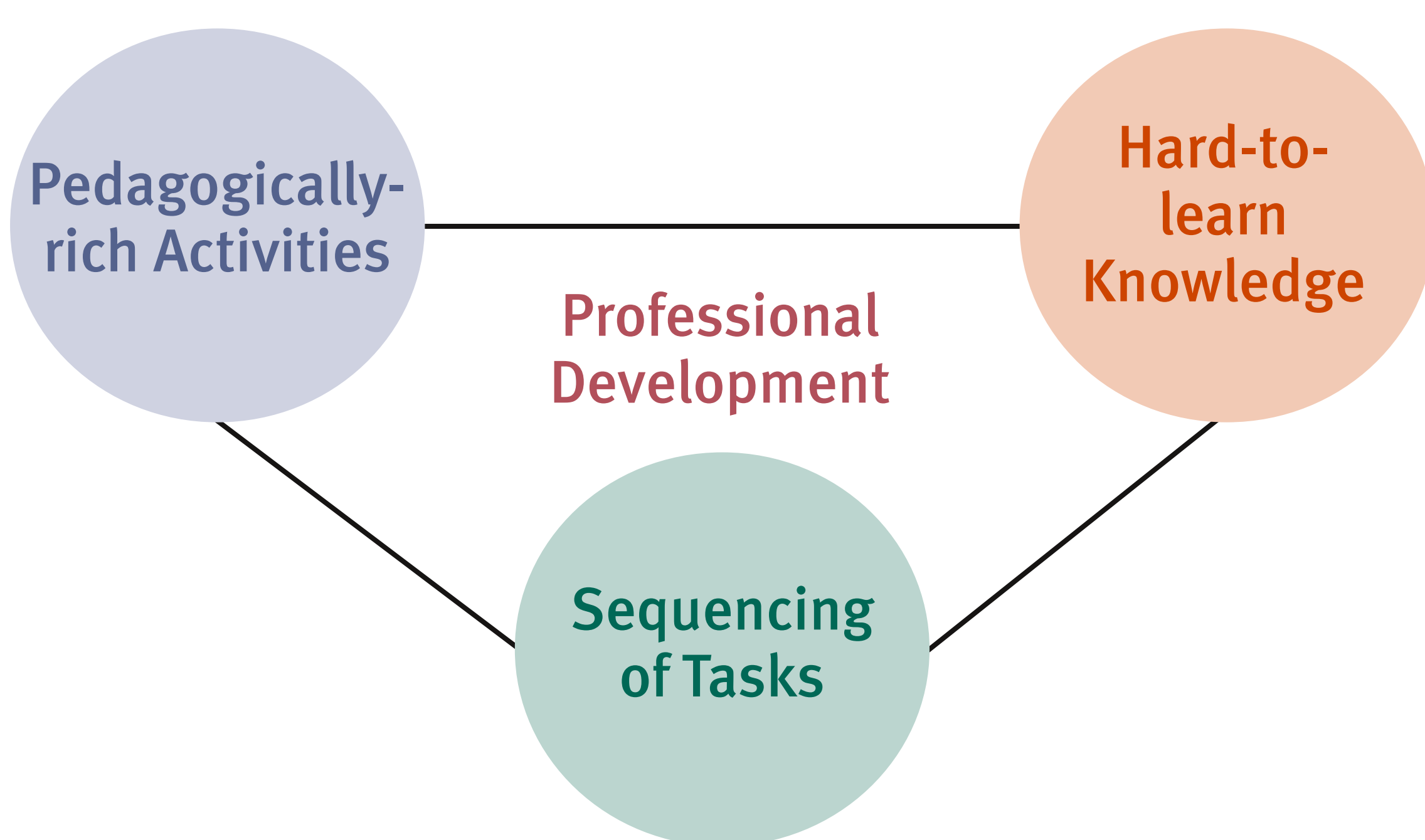
# BECOMING A NURSE AIDE: AN INVESTIGATION OF HOW NEWLY HIRED NURSE AIDES LEARN AND DEVELOP AT THE WORKPLACE

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## I. GERIATRIC CARE IN GERMANY



## II. WORKPLACE CURRICULUM



## VI. HARD-TO-LEARN KNOWLEDGE

### Everyday knowledge

Some knowledge is perceived as everyday knowledge which needs no explanation. Insufficient application of everyday knowledge leads to mistakes.

### Lack of knowledge

Daily structure: different factors affect timing of duties. Work duties are difficult to align with opaque task structures.

### Prior experiences

*"To me it is very important whether they have a bit of experience because then I know that I don't have to especially look at everything in detail." (Instructor)*

## III. RESEARCH QUESTION

What are the current potentials and problems of the on-the-job training scheme of a particular German nursing home?

## IV. METHODOLOGY

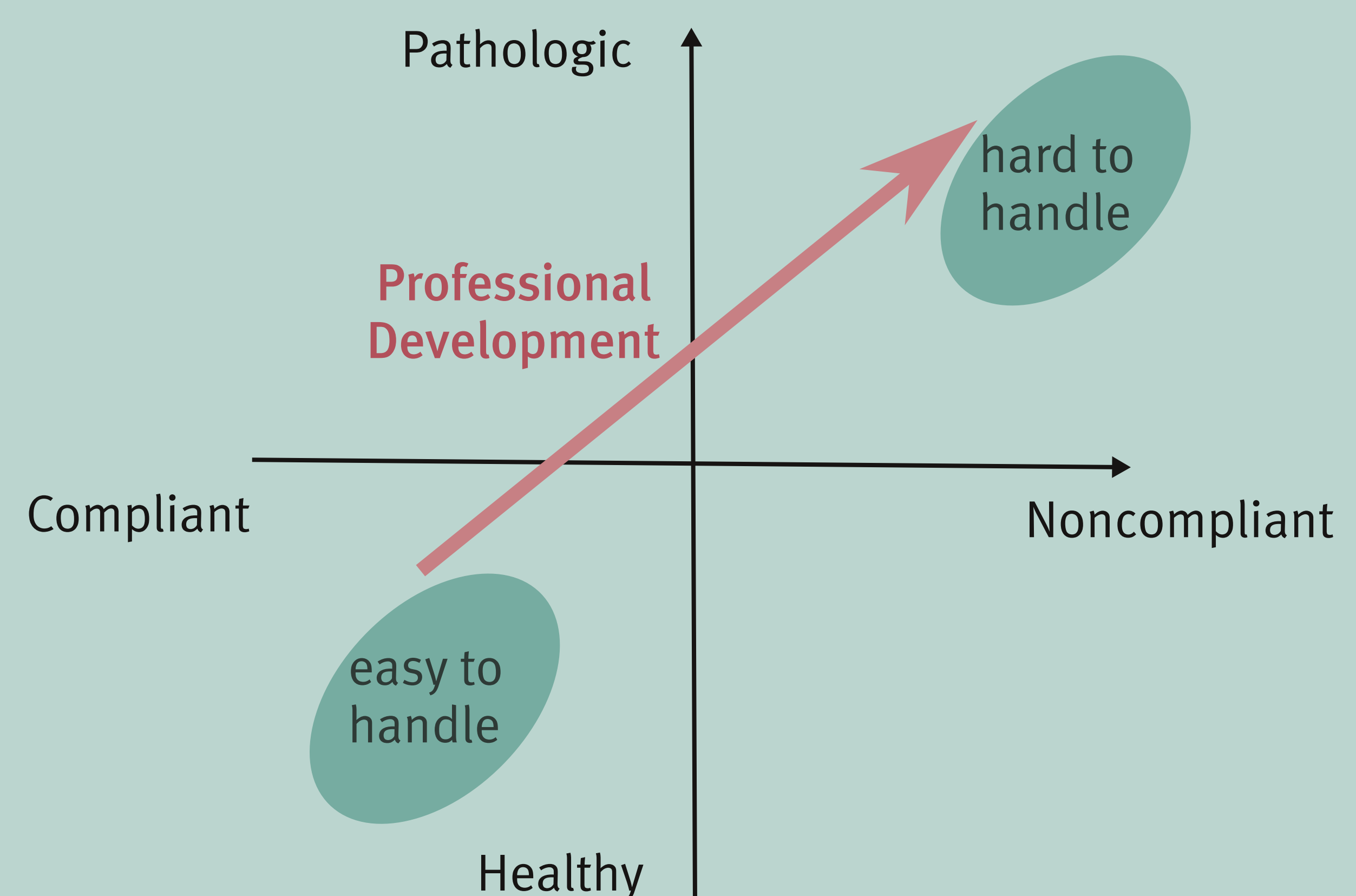
Semi-structured interviews after a pilot study:

- two novice aides (<2 years of experience)
- six aides (2-19 years of experience)
- six practical nurses (6-26 years of experience)

Qualitative content analysis: a deductively-developed coding system was inductively revised and complemented. Blind coding: separate coding by two researchers, discussion of disagreements to adjust or delete codings.

## V. SEQUENCING OF TASKS

Taking care of residents: starting with "easy" ones, after gaining work experience and competence caring for more "difficult" residents.



## VII. PEDAGOGICALLY-RICH ACTIVITIES

- Briefings in front of residents' rooms: help understanding residents' condition and registered nurses' work.
- Meetings/handovers: help acquire opaque knowledge and daily tasks. Some aides even arrive before paid hours.

*"If you experienced a particular situation during the day, we talk about it together. The novice also speaks about special things. And then we speak about it, how you can react, what options you have and we help each other." (Registered nurse)*

## VIII. SUGGESTIONS FOR IMPROVEMENT

- Handing daily time schedules or summaries of residents' backgrounds over to novices to reduce their cognitive load and to structure previously opaque knowledge.
- More reflection on novices' prior experience and assumption of less knowledge to be already existing.
- Keeping the sequencing of tasks and (financially) supporting the aides' attendance at handovers.

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