CONCLUSION: The education develops towards a lingual profession and increases the gap between content and the majority of the students.

The institutional framework transforms the practical profession of nursing into a lingual profession with the classroom as a scene, where the students care pre-qualifications only with difficulty can develop. The professional content in nursing of the elderly does not give insight into the principles and dissemination of knowledge behind nursing, but suggests, that a diffuse nursing content is conveyed.

RESULTS: The social background of three types of female nurse students is reflected on their caring experience. Common to class distinctions, the students are action-oriented, but require different conditions in order to unfold their care experiences. Thus, in the course of their education, ample consideration must be made for working with the students care competence.

The construction indicates the establishment of a diffuse identity as a nurse, which manifests itself as a reproduction of the established educational structure, i.e. that nursing the elderly is treated a linguistic task rather than one relating to actions. The teaching processes alternate between having a rational character and a life-historic, emotional character, always within a framework of specific academic demands on the nursing profession.

The students’ social background has an essential influence in the way, they learn