

under Profession CHANGE

Care

INFORMERS:
1st year professional
bachelor nurse students

Upper class: 1,6 pct.
Bourgeoisie: 5,8 pct.
Middle class: 35,5 pct.
Lower middle class: 47,4 pct.
Working class: 10,5 pct.

EMPIRICAL MATERIAL:
60 Questionnaires
9 Life-historical interviews
15 classroom observations

’ An increasing majority of the students
come from lower middle class

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.

Changes in Nurse Profession

	1987	2002
Type of education	Apprenticeships education	Professionsbachelor
Qualification	Scholastics' education and working practices	Academic education and study of practice.
Knowledge forms	Experience based	Knowledge based
Identification conditions in education	Situated/ continuous	Verbalised/fragmenting
Orientation	Directed towards others	Directed towards own situation
Professionals care habitus	Relational, bodily/sensual	Service, linguistic/symbol embossed

METTE Middle-class

CARE EXPERIENCE:

- Care practices takes place in inter-
personal relations in changing context
- Action orientated, flexible and rational as
unconscious strategies about “doing”
- Put themselves at disposal after own wish

VALUES

- Participates in debate and find solutions as
means to relate to daily life dealings
- Is both socially stable and modern flexible.

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

LONE Bourgeoisie

CARE EXPERIENCE

- Care practices takes place
in “safe” and manageable
environment
- Action orientated, self sacrificing
and gender praktika in helping each
other across the generations
- Put themselves at disposal by necessity.

VALUES

- Values about tidiness, fairness and
proper behaviour
- To create good feelings and comfortable
climate in gender community

NANNA Lower middle-class

CARE EXPERIENCE

- Care practices takes place from a interdependence
- Action orientated to “do” and create a
comfortable climate
- Participates by inner drive to see themselves from
the eyes of others

VALUES

- To be mobile and flexible and with a wish to
dominate/control near relatives
- Uses much energy on own situation instead of
orientation towards others

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COOPERATION BETWEEN
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