

**HIGHER EDUCATION IN GERONTOLOGY
IN THE NORDIC COUNTRIES**

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University of Jyväskylä 2009

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ABSTRACT

Background: While gerontological research has been activated by the rapid increase in the number of older people in the Nordic countries, there is variation in the gerontological higher education provided in the Nordic area. The purpose of this survey was to examine and describe the present situation of Nordic higher education in gerontology.

Methods: The survey sample comprised 47 universities and 92 other higher education institutions (HEIs) offering Bachelor level education at the minimum. Education was examined in the form of basic degree programmes, and modules and courses in gerontology. Other objects of examination were the presence of chairs in gerontology and geriatrics, and plans for the further development of gerontological higher education. The survey was implemented by an online questionnaire, by examining the websites of relevant departments (health, social and educational sciences, medicine, psychology and technology) located in the survey sample institutions and by personal contacts.

Results: Education in gerontology was given in every Nordic country, i.e. in 31 universities and in 60 other HEIs. In the programmes gerontology was either a major subject or an orientation. In the *Nordic universities* 8 graduate-level programmes, one joint Nordic Master's programme, 5 undergraduate-level programmes and 7 post-vocational programmes were found in the fields of health and social sciences. Courses and modules were offered at 29 universities, mostly in the fields of health and social sciences, medicine and psychology. In the *Nordic other HEIs* 6 graduate-level programmes, 18 undergraduate-level programmes and 26 post-vocational programmes were located mainly in the fields of health care and social services. Courses and modules in gerontology were included in many of the study programmes offered in the above fields. Altogether, 40 professorships in the field of ageing studies were located, half of them in gerontology and half in geriatric medicine. 37 of the chairs were located in the Nordic universities. Plans for 6 new graduate-level and 2 undergraduate-level programmes were reported by the Nordic universities, and plans for 7 new graduate-level and 4 undergraduate-level programmes by the Nordic other HEIs. In addition, plans for expanding modules in gerontology were reported by both the Nordic universities and other HEIs.

Conclusions: The survey showed that gerontological education is given in several Nordic multidisciplinary higher education institutions. Separate courses or modules are common across the Nordic area, and gerontologically orientated undergraduate and post-vocational programmes are relatively numerous. There is, however, wide variation in the provision of different programmes between the countries. Programmes for majors in the field are rather few, and have relatively small numbers of students. The development of the number of professorships in gerontology and geriatric medicines has been favourable, but the distribution in the Nordic area is uneven. Although the future of gerontological education appears to be promising along with plans for the further development of ageing studies, more students and provision of interdisciplinary gerontological education are needed, in order to meet the challenges of the ageing Nordic societies.

Keywords: Gerontology, higher education, Nordic higher education institutions

CONTENTS

ABSTRACT	
1. BACKGROUND OF THE SURVEY	5
2. AIM OF THE SURVEY	5
3. MATERIAL AND METHODS	6
3.1 Data collection	6
3.2. Methods	9
3.2.1 Questionnaire	9
3.2.2 Internet-based data	10
4. RESULTS	11
4.1 Gerontological education in the Nordic universities	11
4.1.1 Graduate-level programmes in gerontology	12
4.1.2 Undergraduate-level programmes in gerontology	16
4.1.3 Post-vocational programmes in gerontology	17
4.1.4 Modules and courses in gerontology	19
4.2 Gerontological education in the other Nordic higher education institutions	22
4.2.1 Graduate-level programmes in gerontology	23
4.2.2 Undergraduate-level programmes in gerontology	24
4.2.3 Post-vocational programmes in gerontology	28
4.2.4 Modules and courses in gerontology	30
4.3 Development of education in gerontology in the Nordic higher education institutions	32
4.3.1 Development in the Nordic universities	32
4.3.2 Development in the other Nordic higher education institutions	33
4.3.3 Professorships in gerontology and geriatric medicine	34
4.4 Plans for the further development of education in gerontology in the Nordic higher education institutions	37
4.4.1 Plans in the Nordic universities	37
4.4.2 Plans in the other Nordic higher education institutions	39
5 DISCUSSION AND CONCLUSIONS	41
ACKNOWLEDGEMENTS	46
REFERENCES	47
APPENDICES	

- APPENDIX 1. Survey sample institutions
- APPENDIX 2. Questionnaire on higher education in gerontology
- APPENDIX 3. Distribution of education in gerontology in the Nordic universities
- APPENDIX 4. Curriculum of NordMaG at the University of Jyväskylä
- APPENDIX 5. Curriculum of Bachelor's programme with gerontology as an orientation in at Stockholm University
- APPENDIX 6. Curriculum of post-vocational programme in gerontology at the University of Stavanger
- APPENDIX 7. Curriculum of post-vocational programme with gerontology as an orientation Mid Sweden University
- APPENDIX 8. Distribution of education in gerontology in the Nordic other higher education institutions
- APPENDIX 9. Curriculum of Master's degree programme in gerontology at Jönköping University
- APPENDIX 10. Curriculum of Magister's programme with gerontology as an orientation at the University of Skövde
- APPENDIX 11. Curriculum of undergraduate-level programme with gerontology as an orientation at Malmö University
- APPENDIX 12. Curriculum of post-vocational programme in gerontology at University College South
- APPENDIX 13 Curriculum of post-vocational programme with gerontology as an orientation at Malmö University

1 BACKGROUND OF THE SURVEY

While gerontological research has been activated by the rapid increase in the number of older people in the Nordic countries, higher education in gerontology in the area is not advancing equally across the region. Programmes with a major in gerontology, both at the Bachelor's and Master's levels, are still rather rare, although several Nordic institutions of higher education offer separate ageing related modules and courses at different study levels.

However, until the present, accurate information on the provision of higher education in the field of gerontology in the Nordic countries has not been gathered. To enable the planning of further educational activities and to boost cooperation between the ageing societies in the Nordic region, an initiative was taken to define the present situation of higher education by the Nordic Federation in Gerontology. The Survey on Higher Education in Gerontology in the Nordic Countries was financed by the Federation and carried out by the Finnish Centre for Interdisciplinary Gerontology within the Department of Health Science, University of Jyväskylä.

2 AIM OF THE SURVEY

The aim of the survey was to define the current situation of higher education in gerontology in the Nordic countries; i.e. Denmark, including Greenland and the Faroe Islands, Finland, Iceland, Norway and Sweden, by using an online questionnaire specially developed for the survey. Gerontology was defined as the provision of education with a focus on ageing from e.g. a biological, social or psychological aspect, or concerning issues of health care or technology for aged people. Geriatric medicine was also included in the survey, if it was taught as a study module or as courses in programmes other than those aimed at educating specialist physicians*

The survey aimed at mapping the provision of gerontological education in the Nordic universities along with education in the human sciences and technology and in other Nordic higher education institutions (HEIs) with equivalent fields of study, including university colleges, universities of applied sciences or equivalent, providing education at the Master's and Bachelor's levels.

Note: * Programmes aimed at educating specialist physicians in geriatric medicine were not included in the aims of this survey, since the situation in this area has been updated earlier by persons working in the field in the respective Nordic countries. The results of that review were presented in 2004 in the 17th Nordic Congress of Gerontology, held in Stockholm, Sweden.

The present situation of gerontological education was mapped by reference to five domains of interest 1) the provision of Master's and Bachelor's programmes in gerontology in all of the Nordic higher education institutions included in the survey sample, 2) the provision of modules and courses on ageing-related issues within the basic degree programmes at the Nordic universities 3) fields of the programmes including modules and courses in gerontology in the other Nordic HEIs 4) professorships in gerontology and geriatric medicine, and 5) the plans for the expansion of higher education in gerontology in the Nordic area.

3 MATERIAL AND METHODS

3.1 Data collection

The survey began at the beginning of the year 2008 by developing an online questionnaire to be used for the data collection. At the starting point, February – March 2008, all 207 Nordic institutions of higher education were tracked via the web pages of the Ministry of Education in the respective countries or via a search engine for the University of Greenland and institutions in the Faroe Islands. On these pages, the institutions were categorized into e.g. universities, university-level institutions with an area of specialization, such as art, university colleges etc.

Altogether, 207 institutions (60 universities and 147 other HEIs) were found. The data collection began in April 2008 with the purpose of clarifying the provision of education in gerontology at all of the institutions whatever their field of study (e.g. art and economics) and to set the criteria for the institutions to be included in the final sample. The study procedure is presented as a flow chart in Figure 1.

First, an e-mail, informing prospective participants about the forthcoming survey, was sent to the student affairs office / student service or equivalent (or, alternatively, information service), provided on the websites. The reasons for choosing student affairs offices for the first contact were 1) the large number of institutions with dispersed offices, 2) the limits of the time allocated to the survey, 3) the overview the student affairs office has over the function and provision of education in the institution and 4) the many possible problems related to the sending of individual e-mails to persons not previously contacted.

A few days after sending the e-mail, the link to the questionnaire was sent to the same addresses. If an institution did not provide any education or conduct research on ageing-related issues, the student affairs office was instructed to complete section 1 only (background information). If an institution provided education in gerontology at any level, the student affairs office was instructed to send the questionnaire link to each faculty /department concerned. The instruction was then given that the whole questionnaire was to be completed by the staff member responsible for the provision of education in gerontology or the programme in which ageing-related modules or courses were included.

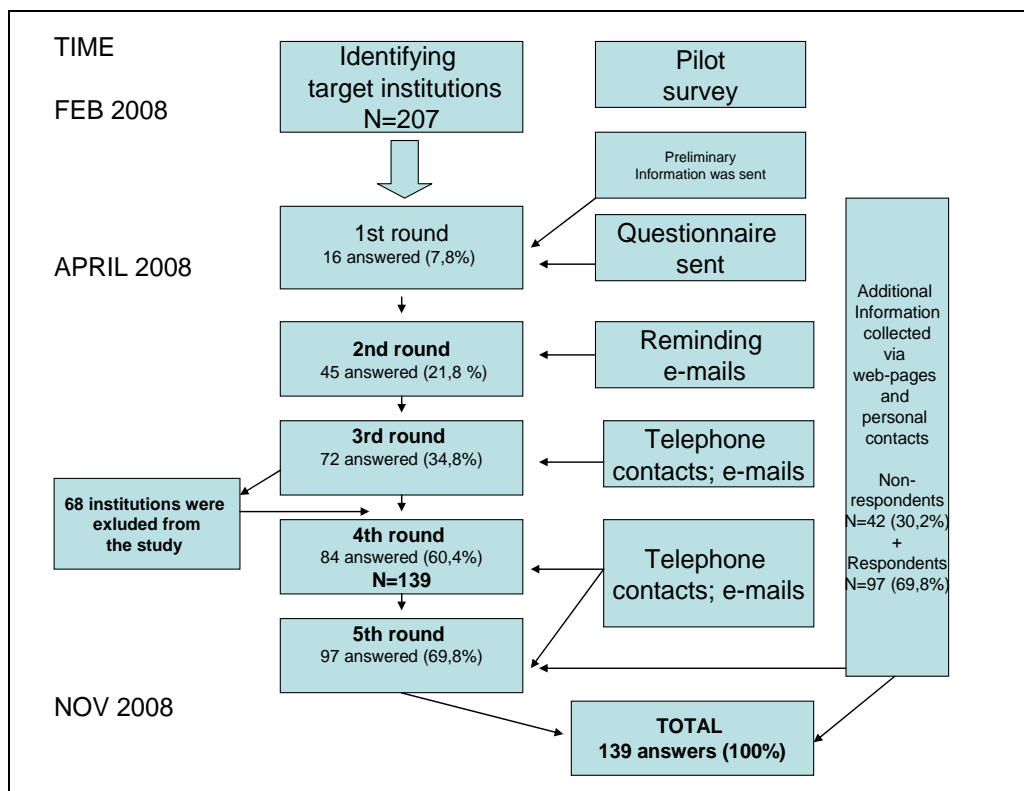


Figure 1. Study procedure

After the first deadline set for answering the survey (30.4.2008), only 16 Nordic institutions had filled in the questionnaire, the response rate being 7.8 % at that point. Simultaneously, with the questionnaire-based data collection, study programmes at multidisciplinary and specialized institutions, who had not responded to the survey during spring 2008, were scrutinized on the Internet to find possible ageing-related study programmes. Furthermore, persons working on the fields of education relevant to gerontology were contacted by personal contacts.

According to the preliminary findings of the survey, education in gerontology was not provided by specialist higher education institutions, e.g. by schools of art, economics, forestry or theology.

Based on this information received from the specialized institutions or found on the Internet, the survey target group was restricted to universities and other HEIs 1) providing education in the human sciences relevant to gerontology (i.e. health sciences, educational sciences, social sciences, psychology, medicine and sport sciences). In addition, institutions providing education in technology were included in the survey sample, in order to discover possible study programmes where innovations supporting ageing-related factors would be discussed. 2) Institutions receiving funding from the state (as the aim of the survey was to promote cooperation between state-financed research-based institutions. To clarify the fundings of the independent institutions in Norway and Sweden, the Ministries of Education in these countries were contacted. The survey sample thus comprised 139 institutions, of which 47 were universities and 92 other higher education institutions (appendix 1). Specialist institutions providing education e.g. in theology, agricultural sciences, art, marketing and economics were not included in the sample.

During the fourth round of data collection in autumn 2008, non-responding institutions were identified and the e-mail addresses of persons working in the fields of health, sport and social sciences, psychology and technology were collected via the websites of the institutions. In the responding institutions, equivalent information was gathered on faculties / departments in the relevant fields that had not offered any information on their provision of gerontological education. During the 4th and 5th round of contacts the persons involved were informed about the possibility of responding to the survey by e-mail, if the institution did not have any education in gerontology. The first page of the questionnaire would then be filled in for the answerer.

In October 2008, 97 of the 139 sample institutions had answered the questionnaire, the response rate now being 69.8 % (table 1). The response rate of the universities was 26 % higher than that of the other Nordic higher education institutions (HEIs). In some of the 97 responding institutions the questionnaire had been filled in by more than one person/department, and thus the respondents produced 130 completed questionnaires.

Additional information on the provision of gerontological education was gathered on non-responding institutions by examining the website of every institution included in the target group, and by personal e-mails. With the additional methods used in the survey, the provision of education in all of the 139 institutions was covered, thereby achieving a 100% response rate.

Table 1 Response rates of the Nordic institutions by countries: universities and other higher education institutions (HEIs)

Country	Universities n=47	HEIs n=91
	respond / contact N/N (%)	respond / contact N/N (%)
Denmark*	8/9 (88.9)	7/11 (63.6)
Finland	11/13 (84.6)	25/29 (86.2)
Iceland	4/5 (80)	
Norway	7/7 (100)	18/33 (54.5)
Sweden	11/13 (84.6)	6/19 (31.6)
Total	41/47 (87.2)	56/92 (60.9)

*Includes institutions located in the Faroe Islands and Greenland

3.2 Methods

The data collection was implemented by an online questionnaire, Internet-based data collection and personal contacts. Statistical analyses were performed using SPSS 14.0 (SPSS Inc, Chicaco, IL, 1999)

3.2.1 Questionnaire

The survey was to be implemented by using an online questionnaire (appendix 2). Before starting on the construction of the questionnaire, e-mails on the forthcoming survey were sent known key persons in the field of education in gerontology in the respective Nordic countries. The aim of this contact was to enable them to contribute to the planning of the method and the content of the questionnaire, taking into consideration differences between the Nordic countries in their education systems.

The questionnaire was developed during January – March 2008 by a steering group including specialists in the area of gerontological higher education. The questionnaire was piloted in three Nordic institutions, located in Norway and Finland, including both universities and a HEI.

The questionnaire had five sections 1) Background information, 2) Graduate-level studies in gerontology, 3) Undergraduate-level studies in gerontology, 4) Study modules in gerontology and 5) Study courses in gerontology. Professorships were asked about in section 1, and plans for expanding gerontological education in sections 2-4. The number of items in each category

varied from 11 to 45, consisting altogether of 129 multiple-choice questions. The questionnaire also included an open field for comments. The definitions used in the survey are to be found in the questionnaire.

3.2.2 Internet based data

In addition to the questionnaire, Internet-based data was collected during April-November 2008, including in the following fields: 1) provision of basic degree education was studied on the websites of the non-responding institutions, regarding health sciences, medicine (in general medicine programmes), social sciences (in social work, social policy, sociology and social anthropology programmes), educational sciences, psychology and technology (in programmes related to architecture, environmental and traffic planning, civil engineering, and well-being technology), 2) provision of basic degree education was studied on the websites of the responding institutions, if there was a faculty/department in the institution that included one of the preceding fields, but which had not responded to the questionnaire, and 3) existence of an academic chair in the field of interest was mapped from the websites of the Nordic universities and other HEIs providing information on any such professorship.

Education provided by the Nordic universities was searched on the Internet in the form of graduate-level, undergraduate-level and post-vocational programmes in gerontology, as were modules and courses with ageing-related topics included in other than gerontological study programmes. Education provided by the other Nordic higher education institutions was mapped in the form of graduate-level, undergraduate-level and post-vocational programmes in gerontology.

As a supplementary method of data collection, personal e-mails were sent in order to clarify 1) unclear information in the filled-in questionnaire, 2) information received from respondents who did not fill in the questionnaire but provided information on gerontological education by e-mail, 3) information found via the Internet-based data collection, 4) information on professorships in gerontology and geriatric medicine and 5) the current situation on gerontological education from the perspective of persons involved in the field (these individuals were located in Nordic universities).

4 RESULTS

In this section the provision of education in gerontology is presented as education provided by 1) the Nordic universities and 2) other higher education institutions (HEIs). Within the universities and other HEIs the provision of education is presented as a) graduate-level programmes in gerontology, b) undergraduate-level programmes in gerontology, c) post-vocational programmes in gerontology (not examined as a separated section in the questionnaire), and d) modules and courses in gerontology. In addition, the results include 3) development of education in gerontology, including information on the professorships on the field, and 4) plans for further development of gerontological education. Sections 1 and 2 present a summary.

4.1 Gerontological education in the Nordic universities

SUMMARY 1: Gerontological Education in the Nordic Universities

- **8 graduate-level programmes in the field of health and social sciences**
 - 4 Master's programmes with gerontology as a major
 - 4 Master's and Magister's programmes with gerontology as an orientation.
- **1 Joint Nordic Master's Degree Programme in Gerontology** (integrated with other Master's programmes at the three collaborating institutions)
- **5 undergraduate-level programmes**
 - 1 Bachelor's programme with gerontology as a major in the field of health sciences
 - 4 Bachelor's programmes with gerontology as an orientation in the field of social sciences
- **7 post-vocational programmes**
 - 1 with gerontology as a major, in 6 programmes gerontology included as a field of orientation within nursing sciences
- **Ageing-related courses and modules were offered at 29 universities, by 56 departments, in every Nordic country**
 - Courses and modules with 1-9 ECTS most common
 - Courses and modules given mostly in the field of health and social sciences, medicine and psychology
 - Modules with up to 40 ECTS or more provided by 3 universities
- **Gerontological education began as provision of courses at the University of Tampere in 1975, modules in gerontology at Umeå University in 1990 and Master's and Bachelor's programmes in the University of Jyväskylä in 1991**
- **37 professorships in the field – 17 in gerontology and 20 in geriatric medicine, located in institutions in Denmark, in Finland, in Norway and in Sweden**
- **6 new graduate-level and 2 undergraduate-level programmes are planned in addition to plans for both new modules and expansion of the existing modules**

In the Nordic universities, education in gerontology is provided in the form of graduate-level programmes, including Master's, Magister's and Bachelor's programmes as well as post-vocational programmes. In these programmes gerontology is either a major subject or an area of specialization.

In addition, education in gerontology is provided to a varying extent as modules and courses and as courses where ageing-related topics are included alongside other issues. A summary of the provision of gerontological education by the Nordic universities is given in Summary 1. The distribution of education in the Nordic universities is presented in table 14 (appendix 3) in accordance with the information supplied by the respondents or found on the Internet.

4.1.1 Graduate-level programmes in gerontology

Altogether, 8 university-taught graduate-level programmes were found in the survey, in addition to the joint Nordic Master's degree Programme in Gerontology, which is collaboratively integrated with other Master's programmes at the institutions concerned.

Graduate-level programmes were given by 5 Nordic universities in Finland, Iceland and Sweden (table 2). The programmes include 4 Master's programmes (120 ECTS) with a major in gerontology and 4 Master's and Magister's programmes (60 ECTS) where ageing-related issues feature strongly; these can be described as an area an orientation/specialization in gerontology. Information on the degrees awarded by the programmes is presented in the table listing graduate-level programmes.

Programmes with gerontology as a major. Four Master's programmes with a major in gerontology were found. Three of these were offered at the University of Jyväskylä, and one at the University of Iceland. The departments providing the education are presented in table 2 and the programmes described below.

University of Jyväskylä (JyU): The 5-year programme (180 + 120 ECTS) in Gerontology and Public Health is offered by the Department of Health Sciences, consisting of Bachelor's and Master's Programmes. In addition, a two-year international Master's Degree Programme in Gerontology is taught in English at the department. A joint Nordic programme "Nordic Master's Degree Programme in Gerontology (NordMaG)" is integrated in that programme. The joint

programme is presented in more details in the section “Joint Master’s Degree Programmes”. In both programmes the focus is on health and biogerontology, with an emphasis on the multidisciplinary aspect of ageing in the first-mentioned programme. Altogether 40 students are enrolled annually in these programmes. Five of the students accepted for the international programme are enrolled in the joint Nordic programme.

The other graduate-level programme at the University of Jyväskylä is the Master’s Programme in Social Gerontology. The programme falls within the Faculty of Social Sciences in the Department of Social Sciences and Philosophy. The focus of the programme is on sociological research on age and aging, and especially on the new features and trends accompanying an ageing society. A maximum of 10 students with a background in social sciences are accepted each year for the two-year programme.

University of Iceland (UI): A Master in Gerontology programme is offered at the Faculty of Social Work, focusing on social and multidisciplinary gerontology. The joint “Nordic Master’s Degree Programme in Gerontology (NordMaG) is integrated with this programme. The annual intake of students is a minimum of 10, which is a prerequisite for offering the programme.

In addition to the programmes presented in table 2, the University of Southern Denmark reported a Master’s degree programme in gerontology, offered during the years 2004-2006. Due to too few applicants the programme was discontinued, and is not being offered by the university at the moment.

Programmes with gerontology as an orientation. Four Master degree programmes were found where gerontology is included as an area of specialization. These programmes were given by Lund University (Sweden), University of Iceland (Iceland), University of Lapland (Finland) and Vaxjö University (Sweden).

Lund University (LU): At Lund, the 20 students enrolled annually in the Master in Medical Sciences programme major in nursing, occupational therapy or physiotherapy. Five of these students are admitted to specialize in gerontology, which in Lund is given as the NordMaG programme (see “Joint Master’s degree programmes” -chapter).

University of Iceland: At the University of Iceland the Master's programme with an ageing-related orientation is given in geriatric nursing at the Faculty of Nursing, located in the School of Health Sciences. 27 students are accepted to the programme less frequently than on an annual basis. Information on the gerontological focus of the studies is lacking.

University of Lapland. The Master's degree programme is given at the Department of Social Work. Students accepted for the programme may choose gerontological social work as a field of orientation, including basic and subject study modules in social gerontology, in which the focus is on social gerontology (see chapter 4.1.4). About 46 students are accepted annually for the social work programme, but the number of students choosing to specialize in the ageing issues varies. As the orientation programme was only launched in the autumn 2008 the number of students to be recruited in the programme has not yet been established. During the academic year 2008-2009 five students showed interest in the orientation field.

Vaxjö University: At Vaxjö, the Magister's programme with an orientation in gerontology has a major in social work. The gerontological orientation, on the topic "The elderly and persons with disabilities in the welfare state" (30 ECTS) is offered as an option within the social work programme, in which the emphasis is on social gerontology. For the academic year 2009-2010 a reduction in the breadth of the existing gerontological studies is planned. The number of students choosing the orientation is about 20 per term. The programme is also provided at Bachelor's level.

Joint Master's degree programmes. The Nordic Master's Degree Programme in Gerontology is a new joint programme by three Nordic universities, i.e. *the University of Jyväskylä, Lund University and the University of Iceland*. The objective of the programme is to unite the gerontological expertise of the collaborating institutions, narrow the differences existing in gerontological education between the Nordic countries, and educate professionals on the field in a multicultural environment.

NordMaG is integrated with another Master's programme at each of the three participating institutions, and therefore it does not include a full Master's curriculum. Most of the study units are included in the curriculum of the local programme it is integrated with. NordMaG joint curriculum consists of 35 ECTS of courses taught in English. In this curriculum the emphasis is on interdisciplinary gerontology (curriculum of the programme at Jyväskylä is presented in

appendix 4). One special characteristic of the joint programme is the period of study abroad which is expected of all the student recruited in the programme, in at least one of the collaborating universities. The graduates of the programme are awarded their Master's degree by the student's home university. In addition, the NordMaG certificate, which includes details of the joint studies and the study abroad period, is awarded jointly by the three universities. Financial support for the development of the programme and Nordic status were granted in 2007 by the Nordic Council of Ministers.

Table 2. Graduate-level programmes in gerontology in the Nordic universities

Programmes with gerontology as a major	Dept	Focus	Intake of students	Degree
Institute & programme				
University of Jyväskylä (FIN)				
- Master's Degree Programme in Gerontology and Public Health	HS	bg, hg, mg	20/year	Master of Health Sciences
- Master's Degree Programme in Gerontology (NordMaG)	HS	bg, hg	15 (20)/year	Master of Health Sciences
- Master in Social Gerontology	SS	sg	10 /year	Master of Social Sciences
University of Iceland (ISL)				
- Master in Gerontology (NordMaG)	SS*	sg,mg	10/year At min	Master in Gerontology
JyU, LU, UI				
- Nordic Master's Degree Programme in Gerontology	HS/SS*	ig	15/year (5/institute)	MSc/MA + Joint Certificate
Programmes with gerontology as an orientation				
Lund University (SWE)				
- Master in Medical Sciences (NordMaG)	HS	-	5 (20)/year	Master of Medical Sciences
University of Iceland				
- Master in Geriatric Nursing	NS	-	27/>year	Master of Science
University of Lapland				
- Master in Social Work	SS**	sg	X /(~46)/year	Master in Social Work, Orientation in Gerontological Social Work
Vaxjö University (SWE)				
- Magister in Social Work	HSS	sg	~20/2x year	Magister*

Note a) JyU: University of Jyväskylä; LU: Lund University; UI: University of Iceland.

b) (NordMaG): The joint NordMaG programme is integrated with the programme

c) HS: health sciences, SS: social sciences, SS*: faculty of social work, NS; faculty of nursing, SS**: department of social work, HSS; school of health sciences and social work

d) bg: biogerontology, hg: health gerontology, ig: interdisciplinary gerontology, mg: multidisciplinary gerontology, pg: psychogerontology, sg: social gerontology.

e) >year; less frequently than annually, X; number of students choosing the field not known yet, 2 x year; twice a year

f) -; information is lacking

*Usual English translation of the Magister's degree is a one year Master's degree, requiring only one year of post Bachelor study.

4.1.2 Undergraduate-level programmes in gerontology

Altogether five undergraduate-level programmes were found, offered by one Finnish and three Swedish institutions. In one of the programmes gerontology was a major and in four of them education in ageing-related issues was integrated as an orientation. Information on the degrees awarded by the programmes is presented in table 3.

Programmes with gerontology as a major. One undergraduate-level university-taught programme with gerontology and public health as a major was reported in the survey.

University of Jyväskylä: The programme was offered at the Department of Health Sciences, as part of the Master's degree programme presented in the preceding section (see 4.1.1.) In practise, there is only one intake for the five-year programme, which is run on an annual basis. Thus, the 20 students admitted to the programme are simultaneously admitted to the Master's programme. The enrolled students may elect to take the Bachelor's degree, but in most cases they continue their studies to the Master's level.

Programmes with gerontology as an orientation. Four Bachelor-level programmes with an orientation in gerontology were found, all of which had social science majors and were offered by Swedish universities. The programmes showed some variation in the length measured as ECTS.

Vaxjö University: The programme offered by the School of Health Sciences and Social Work has social work as a major, and is equivalent to the Magister's level programme at the same institution, presented in the previous section. 60 students are accepted to the social work programme twice a year, and around 20 of them choose the optional gerontological orientation, which they complete during their 7th term.

Stockholm University & Örebro University: Two of the undergraduate-level programmes provided by these two universities (Stockholm 2006, Örebro 2009a) are very similar to each other in title. At Stockholm University the programme is given at the Department of Social Work and is called "Study programme in social work for the care of elderly and disabled persons" (Socionomprogrammet - inriktning mot omsorg om äldre och funktionshindrade), and at Örebro "Study programme in social work – orientation in ageing and disability" (English translation was

not found at the programme website “Socionomprogrammet – inriktning mot åldrande och funktionshinder”). The “Programme for Care and Entrepreneurship” at the School of Law, Psychology and Social work at Örebro (Örebro 2007) consists of 120 ECTS, and leads to a university diploma. Intake-related matters and the focus of the gerontological studies in the three orientation programmes are mainly not known, as they were found via the Internet; however, the curriculum of the social work programme at Stockholm University is presented in appendix 5.

Table 3. Undergraduate-level programmes in the Nordic universities

Programmes with gerontology as a major	Dpt	Focus	Intake of students	Degree
Institute & programme				
University of Jyväskylä				
- Bachelor in Gerontology and Public Health	HS	bg, hg, mg	20/year	Bachelor of Health Sciences
Programmes with gerontology as an orientation				
Stockholm University (SWE)				
- Study Programme in Social Work for the Care of Elderly and Disabled Persons	SW		-	Bachelor of Science in Social Work (Socionomexamen)
Vaxjö Univeristy				
Bachelor iin Social Work	HSS	sg	~20/2x year	Bachelor of Arts
Örebro University (SWE)				
- Study Programme in Social Work – Orientation in Ageing and Disability	LPS	-	35/intake	Bachelor of Science in Social Work (Socionomexamen)
- Programme for Care and Entrepreneurship	LPS	-	-	University Diploma with Specialization in Social Care

Note a) HS: health sciences, SW: social work, HSS; school of health sciences and social work, LPS; school of law, psychology and social work

b) bg: biogerontology, hg: health gerontology, ig: interdisciplinary gerontology, mg: multidisciplinary gerontology, pg: psychogerontology, sg: social gerontology.

c) -; information is lacking

d) 2x year; twice a year

4.1.3 Post-vocational programmes in gerontology

The post-vocational programmes reported in this chapter include study programmes with 60 ECTS, aimed principally at professionals with a Bachelor’s degree in the fields of social and health sciences. Usually, a prerequisite for the programme is minimum of one year’s experience of practical work, although variation in this requirement may exist (e.g. in Luleå Univeristy of Technology 6 months of practical work experience is sufficient for admission to the programme).

In total, seven university-taught post-vocational programmes in gerontology were found in the survey (table 4), all located in Norwegian and Swedish universities. In the programmes gerontology was considered as included when it was a major subject or as a field of specialization. In one of the programmes gerontology was a major, and in six ageing-related issues were an orientation. Information on the intake of the students and focus of the programmes is, unfortunately, mainly lacking, as the information was mainly collected via the Internet and personal e-mails. The degrees awarded by the programmes are presented in the table of post-vocational programmes. (University-taught post-vocational studies, with less than 60 ECTS are to be found in table 14, appendix 3).

Programmes with gerontology as a major. The only university-taught post-vocational programme, with a major in gerontology was found in a Norwegian university.

University of Stavanger, The post-vocational programme at Stavanger is in Norwegian called “Vidareutdanning i aldring og eldreomsorg” for which the best English translation may be “Continuing Education in Ageing and Care for Elderly People”. The programme is targeted at professionals with a Bachelor’s degree in the field of health or social sciences. The modules of the programme include topics such as normal ageing and diseases related to old age. The curriculum is presented in appendix 6. Other equivalent post-vocational programmes found in the survey are presented in chapter 4.3.3, as most of them were provided by other Norwegian HEIs.

Programmes with gerontology as an orientation. Six post-vocational programmes with an orientation in gerontology were found in Swedish universities. The programme was similar in all the institutions, that is, all of them offered majors in nursing and orientation in specialist care of the elderly. Title of these programmes was “Nursing the Elderly” (Specialistssjuksköterskeprogrammet med inriktning mot vård av äldre) or equivalent. Applicants for the programme are generally expected to have at least one year’s work experience as a registered nurse.

Based on the information discovered on the Internet, Luleå University of Technology runs the programme in cooperation with other Swedish institutions of higher education; Mid Sweden University, Luleå University of Technology, Sophiahemmet University College, Umeå University and the University of Gävle. The education given is distance-based. Information on

the intake of the students was only available for Karolinska Institutet, where 20 students are admitted to the programme on a yearly basis. The focus of the programmes' gerontological component at the universities in question is lacking, but topics such as good ageing and dignity and quality of life during the ageing process are included. The curriculum of the programme at Mid Sweden University is presented in appendix 7.

According to the information found on the website of Luleå University of Technology (Luleå 2009) the degree of a specialist nurse in elderly care is available only to graduates of the specialist programme. Furthermore, in many locations students enrolled in the programme may be eligible for the degree of Magister (i.e. one-year Master's degree -Magisterexamen i Omvårdnad).

Table 4. Post-vocational programmes in gerontology in the Nordic universities

Programmes with gerontology as a majory	Institute	Degree
- Continuing Education in Ageing and Care for Elderly People	UIS	Diploma
Programmes with gerontology as an orientation		
- Nursing the Elderly	GU, KI, LTU, LU, MIUN, UMU	Graduate Diploma in Specialist Nursing, Specialization: Elderly Care" (Specialistsjuksköterskeexamen Inriktning: Vård av äldre

Note a) UIS; University of Stavanger, GU; Gothenburg University, KI; Karolinska Institutet, LTU, Luleå University of Technology, LU; Lund University, MIUN; Mid-Sweden University, UMU; Umeå University

4.1.4 Modules and courses in gerontology

Courses and/or modules in gerontology were found in 56 departments at 29 Nordic universities. Modules of 1-9 ECTS were the most common, and were provided by universities in every Nordic country. In some institutions, more than one course or module in gerontology was offered. More specific information on the institutions and departments providing gerontological education in this form is given in table 14, appendix 3.

The courses and modules were mainly given in the field of health and social sciences in addition to psychology and medicine. The focus of modules with 1-39 ECTS was, for the most part, social or multidisciplinary gerontology. In addition, psycho-gerontology, geriatric medicine and gerontological nursing were reported by some respondents. The topics of the courses and

modules included ageing and living conditions of the elderly, normal ageing, gerontology, health of older people, geriatric medicine, the older person and problematic circumstances, older people and elderly care from the social perspective, social gerontology, limitation of activity in later life and rehabilitation in later life, and the psychology of ageing.

Courses and modules of 1-39 ECTS were often part of a degree programme, and were offered both as optional and compulsory components. Few of them were provided as post-vocational studies. The programmes in which the modules and courses were reported as compulsory components, were given in medicine, professional study programmes in the field of health sciences (e.g. nurses and physiotherapists) and in programmes in social sciences, e.g. sociology and social work. Where the modules and courses were optional, the students mainly came from the field of social sciences, and in some cases from the fields of health and sport sciences, psychology, pedagogics, medicine and technology.

Modules of 40 ECTS or over were reported by 3 different universities, located in Finland (i.e. the Universities of Jyväskylä and Lapland) and Iceland. At the University of Iceland the module is offered as 40 ECTS of diploma studies in geriatric nursing at the Master's level.

The modules taught at the universities of Jyväskylä and Lapland consist of basic (25 ECTS) and subject (35 ECTS) study modules in gerontology, allowing students a possibility to acquire altogether 60 ECTS in ageing studies. At the University of Jyväskylä, the modules are taught by the Department of Health Sciences, but carried out in collaboration with other departments in the university, the focus being on multidisciplinary gerontology. The modules form part of the degree programme in gerontology and public health, but are also offered as optional components for students in other disciplines, such as sociology, physiotherapy, health promotion and health education, sports and exercise medicine. In the University of Lapland the focus in the modules is on social gerontology. The modules are optional in certain programmes, with students reading e.g. sociology. Recently, the modules have been integrated in the Master's Programme in Social Work, giving students a specialization in gerontological social work.

In general, most of the university-taught modules and courses in gerontology were open to students from other departments and faculties within the institute, although the right to study them had to be applied for some in some cases.

In addition to modules and courses in gerontology, in several Nordic universities gerontological issues are integrated in courses where other topics are taught as well. In two Danish universities “integrated courses” were the only form of education in gerontology. Courses of this kind were reported by many universities, but were not mapped via the Internet-based data collection. Information gathered by this method indicated, however, that ageing-related issues are often covered in courses of this nature.

4.2 Gerontological education in the other Nordic higher education institutions

SUMMARY 2:

Gerontological Education in the Nordic Other Higher Education Institutions

- **6 graduate-level programmes on the field of health sciences**
 - 3 Master's and Magister's programmes with gerontology as a major
 - 3 Master's and Magister's programmes with gerontology as an orientation.
- **18 undergraduate-level programmes**
 - 5 Bachelor's programme with gerontology as a major in the field of health sciences, health care and social services
 - 13 Bachelor's programmes with gerontology as an orientation offered in social services and health care.
- **26 post-vocational programmes**
 - 16 with gerontology as a major, 10 programmes with gerontology as an orientation within nursing programmes
- **Ageing-related modules and courses were included in health care and social services programmes**
- **Gerontological education began as provision of modules in 1976 at Jönköping University, post-vocational programme began in 1985 at Buskerud University College, Bachelor's programme began at Seinäjoki in 1993, and Magister's Programme at Jönköping University in 2004**
- **3 professorships in the field of gerontology, located in institutions in Norway and in Sweden**
- **7 new graduate-level and 4 undergraduate-level programmes are planned in addition to plans for both new modules and expansion of the existing modules**

A considerable share of the education in gerontology found in this survey was provided in the other higher education institutions (HEIs). Gerontological education was offered in Master's, Magister's and Bachelor's degree programmes, and to a varying extent, in post-vocational programmes and modules and courses, and courses including ageing-related topics. In these various programmes gerontology was given as a major subject or as a specialization area. In the case of gerontological modules and courses only the fields of the programmes they were integrated with are reported here.

A summary of the gerontological education offered in the other HEIs is presented in Summary 2. The distribution of gerontological education in the other Nordic HEIs is presented in detail in table 15, appendix 8.

4.2.1 Graduate-level programmes in gerontology

At the other Nordic HEIs, six graduate-level programmes in gerontology were found. The programmes were reported by five different institutions in Norway and Sweden. The programmes include three Master's (120 ECTS) and Magister's (60 ECTS) degree programmes with gerontology as a major, and three programmes where ageing-related issues are strongly present; the latter programmes can therefore be described as an area of specialization in gerontology. Information on the intake of the students and degrees awarded by the programmes are presented in table 6 only.

Programmes with gerontology as a major. Three graduate-level degree programmes, with gerontology as a major, were found at the other HEI institutions. The programmes were offered at Buskerud University College in Norway, and Jönköping University in Sweden.

Jönköping University: The graduate-level programmes at Jönköping were provided at the Institute of Gerontology, located in the School of Health Sciences. The students are enrolled on the Magister's or Master's Programme in Gerontology, which are wholly conducted via the Internet. The focus of these gerontological studies include several areas of emphasis mentioned in the table listing graduate-level programmes. The curriculum of the Master's programme is presented in appendix 9.

Buskerud University College: At Buskerud a Master's degree programme titled "Master in Clinical Health Care, Aging and Care of the Elderly" is offered by the Department of Health Sciences. The gerontological component in the programme includes several foci, and these are listed in the table of graduate-level programmes.

Programmes with gerontology as an orientation. The three graduate-level programmes in which gerontology is an area of specialization were provided by two institutions in Norway and in Sweden

Molde University College: At Molde gerontology is included in the MSc programme titled "Clinical Helping Relationships", in which the gerontological component takes the same form as the programme "Continuing Education in Ageing and Care for Elderly People" (vidareutdanning i aldring og eldreomsorg), which is also provided as a post-vocational programme at the institution. Thus, the Master's degree programme can be built on the completion of the post-

vocational one. The Master's degree programme has a clinical focus with the gerontological focus on social, psycho- and multidisciplinary gerontology.

Oslo University College: At Oslo a programme "Master in Rehabilitation" was reported. In the programme the number of ageing-related credits is 30 ECTS. Rehabilitation was reported as the focus of the education given in the programme.

University of Skövde: At Skövde a Magister's programme titled "Health and Care of the Elderly" (Äldres hälsa och omvårdnad) is offered, with nursing as a major. The gerontological focus of the programme is in multidisciplinary gerontology in addition to caring science. The curriculum of the programme is detailed in appendix 10.

Table 6. Graduate-level programmes in gerontology at the other Nordic HEIs.

Programmes with gerontology as a major	Dpt	Focus	Intake of students	Degree
Institute & programme				
Jönköping University (SWE)				
- Master in Gerontology	SHS	bg, mg, pg, sg	10/year	Master in Gerontology
- Magister in Gerontology	SHS	bg, mg, pg, sg	10/year	Magister in Gerontology*
Buskerud University College (NOR)				
- Master in Clinical Health Care, Aging and Care of the Elderly	HS	bg, mg, pg, sg,	60/year	Master in Clinical Health Care
Programmes with gerontology as an orientation				
Molde University College (NOR)				
- Master in Clinical Helping Relationships	HS*	mg, pg, sg clinical	20/year	Master of Health Sciences
Oslo University College (NOR)				
- Master in Rehabilitation	HS*	rehabilitation	30/year	Master in Rehabilitation
Univeristy of Skövde (SWE)				
- Health and Care of the Elderly	LS	mg caring science	20/year	Magister in Nursing*

Note a) HS: school of health sciences, HS; health sciences, HS*; faculty of health sciences, LS; school of life sciences,

b) bg: biogerontology, mg: multidisciplinary gerontology, pg: psychogerontology, sg: social gerontology.

c)*Usual English translation for the Magister degree is a one-year Master's degree. requiring only one year of post Bachelor study.

4.2.2 Undergraduate-level programmes in gerontology

Altogether, 18 undergraduate-level programmes in gerontology were found in the survey, and were offered by Finnish and Swedish other HEIs (table 7). The programmes include five

programmes with gerontology as a major, and 13 programmes in which ageing related issues are integrated as an orientation. Information on the intake of the students and degrees awarded by the programme are given in table 7 only.

Programmes with gerontology as a major. The five undergraduate-level programmes gerontology as a major were reported by one Swedish and four Finnish institutions.

Jönköping University, The institution offers a whole Bachelor's degree (180 ECTS) programme in gerontology, although most students take individual modules only. The focus of the programme is equivalent to the graduate-level programmes reported in the previous section.

Arcada, Kymenlaakso University of Applied Sciences, Seinäjoki University of Applied Sciences & Metropolia University of Applied Sciences: The Finnish programmes provided by the above HEIs are equivalent, extending of 210 ECTS. The English titles for the programme Human Ageing and Elderly Service varies between the programmes, but the graduates are awarded the title "Geronomi" (in Finnish) in all of the locations. The focus of the programmes is on multidisciplinary and /or social gerontology. The curriculum of the programme taught in English at Arcada is provided in appendix 8.

Programmes with gerontology as an orientation. Altogether, 13 gerontologically orientated Bachelor's programmes, with a major in nursing or in social work were found. Eight of the programmes were offered at Finnish other HEIs and extended to 210 ECTS. The five programmes provided by the Swedish institutions varied in ECTS. The programmes provided by the Finnish institutions were given in the fields of nursing and social services, and in Sweden in the field of social work only. Many of the programmes were found via the Internet and therefore information on intake-related issues and focus of the studies is lacking.

Diaconia University of Applied Sciences. In the programme provided by Diaconia the major was in nursing, with an orientation in nursing the elderly. The ageing-related components of the programme focused on multidisciplinary gerontology, which accounts for 75 ECTS, inclusive of practical training periods in the curriculum.

Jyväskylä University of Applied Sciences: At Jyväskylä the major of the programme was in nursing. An orientation in gerontological nursing was one of the optional fields, and extended to

25 ECTS. However, together with the other gerontological studies included in the nursing programme, the ageing-related credits amount to 30 ECTS at the minimum. In addition students choosing the field of gerontological nursing write an ageing-related thesis, which accounts for 15 ECTS and can do internships within the field of gerontological nursing. Information on the average number of students choosing the gerontological orientation is lacking.

Pirkanmaa and Savonia Universities of Applied Sciences: Two other Finnish nursing programmes with an ageing-related orientation in Finland were given in HEIs. The orientation of gerontological nursing was an optional field in the programme and extended to 30 ECTS.

Laurea and Satakunta University of Applied Sciences: Programmes with a gerontological orientation in these HEIs both had social services as a major. In these programmes the gerontological orientation was an optional field of specialization, extending to 45 ECTS, and included ageing-related practical training period. At Laurea the focus of the gerontological component was on social and multidisciplinary gerontology.

Kemi-Tornio University of Applied Sciences & Novia: The programmes at Kemi-Tornio and Novia had a major in social services. At Kemi-Tornio the gerontological orientation was called “Work with the elderly and senior citizens” and in Novia “Social services for the elderly” (Novia 2009). The gerontological orientation extended to 23 ECTS in the programme at Kemi-Tornio, in addition to other ageing-related study credits included in the curriculum of the programme. Details of the programme at Novia are lacking.

Ernsta Sköndal University College: The programme found at the institute was called “Socionomprogrammet mot äldre” (240 ECTS) and was partly integrated with the institutions’ nursing programme.

Table 7. Undergraduate-level programmes in the Nordic other HEIs

Programmes with gerontology as a major	Dpt	Focus	Intake of students	Degree
Institute & programme				
Jönköping University (SWE) - Bachelor in Gerontology	SHS	bg, mg, pg, sg	5/intake*	Bachelor in Gerontology
Arcada (FIN) - Human Ageing and Elderly Services	HCSS	mg	20/year	Bachelor in Social Services
Kymeenlaako UAS (FIN) - Degree programme in Elderly Care	SHC	mg, sg	22/year	Bachelor in Social Services
Metropolia (FIN) - Degree Programme in Human Aging and Elderly Services	HCSS	sg	22/intake*	Bachelor in Social Services
Seinäjäki UAS (FIN) - Social and Health Care, Elderly Care	SHC	mg	20/year	Bachelor in Social Services
Programmes with gerontology as an orientation				
Diakonia UAS (FIN) - Nursing the Elderly	N	mg	27 25/year	Bachelor in Nursing, focus in nursing the elderly
Jyväskylän UAS (FIN) - Bachelor in Nursing	HSS	-	-/46	Bachelor of Health Care
Kemi-Tornio UAS (FIN) - Bachelor in Social Services	HCSS	-	-	Bachelor in Social Services
Laurea UAS (FIN) - Bachelor in Social Services	SS	mg, sg	30/year	Bachelor in Social Services
Novia (FIN) - Bachelor in Social Welfare	SHC*	-	-	-
Pirkanmaa UAS (FIN) - Bachelor in Nursing	SHC	-	-	Bachelor of Health Care
Satakunta UAS (FIN) - Bachelor in Social Services	SSHC	-	-	Bachelor in Social Services
Savonia UAS (FIN) - Bachelor in Nursing	HC	-	-	-
Ernst Sköndal University College (SWE) - Socionomprogrammet mot äldre	SW	-	-	Bachelor of Science in Social Work
Gävle University (SWE) - Study Programme in Social Work for the Care of Elderly and Disabled Persons	CSS	-	30	Bachelor of Science in Social Work
Malmö University (SWE) - Bachelor programme in Social Work Focusing Disability and Aging - Programme in Educational Work with Elderly	HS*	-	-	Bachelor of Science in Social Work UD* in Educational Work with Elderly
Kristianstad University (SWE) - Programme in Social Care – Older People and People with Disabilities	HS**	-	-	Bachelor of Science in Social Work

Note a) SHS: school of health sciences, HS; health sciences, HCSS; department of health care and social services, SHC; social and health care, N; nursing, HSS; school of health and social studies, SS; social services, SSHC; faculty of social services and health care, SHC*; social and health care faculty, HC; health care, SW; department of social work, CSS; department of caring science and sociology, HS*; faculty of health and society, HS**; school of health and society

b) bg: biogerontology, hg; health gerontology, ig: interdisciplinarity gerontology, mg: multidisciplinary gerontology, pg: psychogerontology, sg: social gerontology.

c) -; information is lacking

d) >year; less frequently than on an annual basis, e) UD*; University Diploma

Malmö University: Two gerontologically orientated undergraduate-level programmes were found at Malmö (table 7). The Bachelor's programme was called "Bachelor's Programme in Social Work Focusing on Disability and Aging (Socionomprogrammet, inriktning funktionshinder och åldrande, 210/240 ECTS) and the curriculum included 30 ECTS of ageing-related studies at the minimum. The other undergraduate-level programme at Malmö was titled "Programme in Educational Work with Elderly" ("Äldrepedagogprogrammet", 120 ECTS). Some of the courses in the educational work programme could be accepted as components of the social work programme, if the student wishes to continue for a Bachelor's degree in social work. An overview of the content of the educational work programme is given in appendix 11.

Kristianstad University & Gävle University: The programmes (210 ECTS each) at these HEIs were similar in their titles. A "Study Programme in Social Care – Older People and People with Disabilities" (Sociala omsorgsprogrammet – Äldre och personer med funktionshänder) was found at Kristianstad University. At Gävle University a programme called "Study Programme in Social Work for the Care of Elderly and Disabled Persons" (Socionomprogrammet - inriktning mot äldre och funktionshindrade) was found. The studies provided by Gävle were distributed across 4 different locations.

4.2.3 Post-vocational programmes in gerontology

The post-vocational programmes reported in this section include study programmes of 60 ECTS, aimed principally to professionals with a Bachelor's degree in the fields of social work or health care, and, with respect to at least some of the programmes provided by Danish HEIs, pedagogy. Usually, a prerequisite for the programme is a minimum of one year's experience of practical work, although this requirement may vary.

Altogether 26 post-vocational programmes were found in the other Nordic HEIs, all located in Denmark, Norway and Sweden. 16 of the programmes were considered gerontology majors and in 9 others ageing-related issues were included as an orientation. (Other post-vocational studies, provided by other HEIs, are reported in chapter 4.3.4)

Programmes with gerontology as a major. The 16 post-vocational programmes with gerontology as a major were provided in Danish and Norwegian HEIs. The four Danish programmes were all titled "Diploma of Interdisciplinary Work with the Aged" and were

provided by the HEIs shown in table 8. The programmes focus on the resources among the aged and deal, for example, with the everyday life of the elderly from an interdisciplinary perspective and the preconditions for quality of life and health of the aged. In addition, according to the information found on the website of the University College of Northern Denmark, the local programme was given in collaboration with the social work education offered at Alborg University. An overview of the courses included in the programme at the University College South is given in appendix 12.

The Norwegian programmes were provided in the 12 institutions shown in table 8. Eleven of the programmes were titled “Continuing Education in Ageing and Care for Elderly People” (vidareutdanning i aldring og eldreomsorg), as also described in chapter 4.2.3. The focus of the gerontological components of the programmes was on multidisciplinary gerontology. In addition, in some of the programmes bio-, social and psycho-gerontology were also emphasized. The programmes commence either once or twice a year, or less frequently than annually and mainly have an intake 20 or 30 students. The programme offered at Sør-Trøndelag University College was called “Ageing and the Health and Well-Being of the Elderly” (Aldring og eldres helse og velferd) (Sør-Trøndelag 2009). At Molde University College, students on the post-vocational programme have an option to continue their studies in the local Master’s degree programme. In addition to the HEIs listed in table 8, there were a few in which it remained unclear whether the whole programme or only a part of it was being offered (e.g. Sogn og Fjordane University College).

Programmes with gerontology as an orientation. The 10 programmes with gerontology as a specialization were offered at Danish and Swedish other HEIs. The two Danish programmes were given at *University College Lillebaelt* and at *VIA*, and included the topics of dementia and ageing (Ældre og demente med betydeligt nedsat psykisk funktionsevne and Den Sociale Diplomuddannelse om ældre og demente).

In Swedish other HEIs 8 post-vocational programmes were found on the Internet. All were “Nursing the Elderly” programmes, already mentioned above and in chapter 4.2.3. At *University West* the programme is called “Caring for the elderly”, and was similar to the “Nursing the Elderly” programmes. The programme at University West commenced once a year with an intake of 10 students. The post-vocational programme was run in collaboration between Jönköping University, Gothenburg University, Lund University, University West, Kristianstad University

and Kalmar University College (Jönköping 2009), although provision of the programme in the latter was not confirmed. In many Swedish HEIs, such as University West, the students on the post-vocational programme have an option to take the degree of Magister. The curriculum of the post-vocational programme provided at Malmö University is given in appendix 13.

Table 8. Post-vocational programmes in gerontology in the other Nordic HEIs

Programmes with major in gerontology	Institute	Degree
- Diploma of Interdisciplinary Work with the Aged (DNK)	PHRH, UCN, UCSYD, VIA	Diploma
- Continuing Education in Ageing and Care for Elderly People (NOR)	BET***, DIAK***, HIFM*, HIH, HIMOLDE*, HIT*, HIVE**, HIBO, HIG, LDH, HINT	Diploma
- Ageing and health and well-being of the elderly /NOR)	HIST	Diploma
Programmes with orientation in gerontology		
- Ageing and Dementia-related programmes (DNK)	UCL, VIA	Diploma
- Nursing the Elderly (SWE)	ESH, DU, HJ, HKR, MAH, SH, HIG, HV***	Graduate Diploma in Specialist Nursing, Specialization: Elderly Care” (Specialistsjuksköterskeexamen Inriktning: Vård av äldre

Note a) PHRH; Metropolitan UC, UCN; UC of Northern Denmark, UCSYD; UC South, VIA; VIA UC, BET; Betaninen UC, DIAK; Diakonhjemmet UC, HIFM; Finnmark UC, HIH; Harstad UC, HIMOLDE; Molde UC, HIT; Telemark UC, HIVE; Vestfold UC, HIBO; Bodø UC, HIG; Gjøvik UC, LDH; Lovisenberg Diaconal UC, HINT; Nord-Trøndelag UC, HIST; Sør-Trøndelag UC, UCL; UC Lillebaelt, ESH; Ernsta Sköndal UC, DU; Högskolan Dalarna, HJ; Jönköping University, HKR; Kristianstad Univeristy, MAH; Malmö University, SH; Sophiahemmet UC, HIG; Univeristy of Gävle, HV; University West

b)*** programme commences once a year , ** programme commences twice a year, * programme commences less frequently than on an annual basis

4.2.4 Modules and courses in gerontology

According to the findings of the survey, courses and/or modules in gerontology are provided by a significant proportion of other HEIs in each of the Nordic countries. Since the frequency of gerontological education on the course and module level in these HEIs was not included among the aims of the survey, the precise number of Nordic HEIs providing ageing-related education in this form is not known. Within the HEIs for which information was available, ageing-related courses, and modules of 1 - 9 ECTS were the most common, though modules with 10-19 ECTS

were also rather prevalent. Courses and/or modules for which this information is available are presented in table 15, appendix 8.

The basic degree study programmes containing gerontological courses and modules were health care (nursing, public health nursing, occupational therapy and physiotherapy) and social services. In these programmes ageing studies were included either as compulsory or optional studies. Some of the courses were optional for all the students in the institution. In some of the departments reporting the provision of ageing-related courses, several gerontological courses were available. A course or module of 10-19 ECTS was often given either within programmes educating nurses or social workers, or as post-vocational studies.

4.3. Development of education in gerontology in the Nordic higher education institutions

The development of gerontological education started almost simultaneously, during the 1970s, in both the Nordic universities and other HEIs. Professorships in the field of ageing have been created since then, in addition to other teaching posts in gerontology. The number of students enrolling for gerontological education has shown rather favourable trend during the last five years. English has often been used, in addition to the local language, as language of instruction in the teaching of gerontology, and many methods have been applied.

4.3.1 Development in the Nordic universities

Education in gerontology was started in the Nordic universities in 1975 at the University of Tampere, Department of Public Health, where courses in gerontology were included in programme for medical students. Courses or modules in the field of ageing may shortly after have been started in various universities, but the next definite information we were able gather was the setting up of gerontological modules in 1990 in the Department of Community Medicine and Rehabilitation at Umeå University.

In the year 1991, the first degree programme in gerontology, at both the Bachelor's and Master's levels, was launched in Finland, at the Department of Health Sciences, University of Jyväskylä. Simultaneously, with the first programme, modules in gerontological nursing science began at the University of Turku. In 1996 a Master's Programme in Social Gerontology began at the University of Jyväskylä, while at the time same modules in gerontology were introduced at the University of Lapland. Information on the start-up of university-taught post-vocational programmes was not reported in the survey.

Since the 1990s, gerontological education in the Nordic universities has in general increased, especially during the past four years, as far as can be discovered from the reports of the responding universities. For example, the Department of Social Work at the University of Iceland, started a Master in Gerontology programme in 2005, while the Faculty of Nursing in the above university, the University of Stavanger and Linköping University started offering modules in 2007. The latest programmes began in year 2008, including the Bachelor's level, gerontologically orientated programme at Vaxjö University. In addition, the international Master's degree programme at Jyväskylä and the joint Nordic Master's's Degree Programme as

well as the Master's Programme in Social Work with an orientation in gerontological social work at the University of Lapland were introduced in autumn 2008.

The number of applicants for programmes and the number of students attending modules and courses have been rather similar in the Nordic universities. According to answers received, the number has either remained the same or increased during the past five years. Exceptions were the Master's and Bachelor's degree programmes in gerontology and public health at the University of Jyväskylä and the gerontological nursing science programme at Karolinska Institutet, where the trend in the numbers of applicants has reversed during the past five years.

Professorships in gerontology and geriatrics are listed in chapter 4.3.3. In addition to chairs in the field, other reported posts in gerontology at the Nordic universities were principal lecturers, assistants, study directors, teachers, doctoral students, Post Docs and assistants and associate professors. The number of posts was not asked in the questionnaire. Furthermore, visiting lecturers were used in the teaching of gerontology. Also, there were posts that were not named as held in gerontology, but in which lecturing on ageing-related topics was part of the job description.

The language of instruction in the ageing studies was mainly the local language and, often, English, according to those who responded to the question. In a few universities, the local language was the only language used in the teaching of gerontology, whereas only the international Master's programme in Jyväskylä had English as the only language of instruction. Various teaching methods were used within ageing studies, including demonstrations and web-based teaching as well as intensive courses (at the three NordMaG universities).

4.3.2. Development in other Nordic higher education institutions

At the Nordic other HEIs gerontological education was started in the year 1976 at Jönköping University, in the form of the provision of modules in gerontology. Later, during the 1980s post-vocational programmes were launched in Norway at Buskerud in 1985, and at Diakonhjemmet in 1986. During the 1990s gerontological education expanded with the setting up of basic degree programmes, such as the Bachelor's programmes at Seinäjoki in 1993 and Arcada in 1997.

The provision of graduate-level programmes at the Nordic other HEIs has been more recent, e.g., at Jönköping University the Magister's programme began in 2004 and the Master's programme in 2007, and at Buskerud University College the Master's programme started up in 2005. The biggest increase in the provision of both programmes and modules in gerontology times anyhow for the ongoing 21st century. One of the latest programme reported in the questionnaire was the Magister's programme with an orientation in gerontology at Skövde, which enrolled its first students in 2008.

Trends in the numbers of applicants for the programmes, and in registration for optional modules and courses, has mostly remained the same or increased during the past five years in the Nordic other HEIs according to information received. An exception was the University West which reported a fall in applicants for the post-vocational programme. In addition, a declining trend was reported by Kajaani and Kymenlaakso Universities of Applied Sciences and by Finnmark University College.

In addition to the professorships in gerontology, listed in chapter 4.3., additional posts reported in the field were of principal lecturers, lecturers and assistants. The number of posts of each type was not asked in the questionnaire. In addition, posts were reported that were not named as held in the field of gerontology, but lecturing on ageing-related topics was included in the job description.

The language of instruction was reported as being either the local language only or both the local and English languages. At the graduate-level, English was more common than at the other levels of study. The teaching of gerontology wholly in English was reported only in Arcada, Finland. Various methods were used in teaching gerontology at the other HEIs, including e.g. project work. Distance education was rather common, and, e.g., at Jönköping all the teaching was organized via the Internet.

4.3.3 Professorships in gerontology and geriatric medicine

The first professorships in the field of ageing were established in the mid 1970s in the Nordic area. At the beginning of 2009 40 professorships were found in the field, half of them in gerontology and half in geriatric medicine. The chairs were located in the Nordic universities and

in the other HEIs, including Gjøvik and Buskerud University Colleges in Norway and Jönköping University in Sweden (table 10).

In both gerontology and geriatric medicine the chairs were mainly located in institutions in Finland and Sweden. In gerontology, four professorships did not require a specific area of specialization, and those that did were for the most part in psycho- or social gerontology. In chairs in geriatric medicine areas of specialization were mainly not stipulated.

Table 10. Professorships in gerontology and geriatrics in the Nordic countries

Professorship	DEN	FIN	NOR	SWE
Gerontology				
- Gerontology	KU	UTA (2)	HiG	
- Gerontology and care for the Elderly				LU
- Exercise gerontology		JYU		
- Gerontology and public health		JYU		
- Gerontological nursing			BU	
- Gerontological rehabilitation		JYU		
- Psychogerontology			UiB	GU, KI (2), JU
- Social gerontology		UH, JYU, UL		KI, NISAL, UU
Geriatric medicine				
- Geriatrics or geriatric medicine	KU	UTU, UO, UH, UKU	UiO, NTNU	GU, KI (4), LU, UMU, UU
- Geriatric epidemiology				KI
- Geriatric drug therapy		UKU		
- Geriatric neuropsychiatry				GU
- Geriatric nursing				LU
- Psychiatry in old age			UiO	
TOTAL	2	13	6	19

Note a) BU: Buskerud University College; GU: Göteborg University; HiG: Høgskolen i Gjøvik; JU: Jönköping University; JYU: University of Jyväskylä; KI: Karolinska Institut; KU: University of Copenhagen; LU: Lund University; NISAL: National Institution of Ageing and Later life; NTNU: Norwegian University of Science and Technology ;UiB: University of Bergen; UiO: University of Oslo; UKU: University of Kuopio; UL: University of Lapland; UMU: Umeå University; UTA: University of Tampere; UTU: University of Turku; UO: University of Oulu; UH: University of Helsinki; UU: University of Uppsala.

Note b) no professorships in the field were found in Iceland, the Faroe Islands or Greenland

In Sweden there were 19 professorships on the field, chairs in geriatric medicine being more common than chairs in gerontology (table 10). In Finland, where 13 professorships were found, the distribution of chairs in gerontology and geriatric medicine was in the reverse direction. In Norway and Denmark the professorships in gerontology and geriatrics were distributed equally. In Iceland, there were no professorships in gerontology or geriatric medicine, although related work was done by associate professors in the field of social gerontology and geriatric medicine

4.4 Plans for the further development of education in gerontology in the Nordic higher education institutions

Education in gerontology at the Nordic higher education institutions seems currently to be expanding in all of the Nordic countries. Altogether, 13 plans for new graduate-level and 6 plans for new undergraduate-level programmes, along with 14 plans for new modules and 17 for expanding existing ones were reported. Whether the planned programmes were to have gerontology as a major or an orientation was not asked. Plans for new post-vocational programmes were not included in the present survey.

Table 11 Plans for expanding education in gerontology

Country	Grad Univer HEI		Undergrad Univer HEI		New module Univer HEI		Extension of module Univer HEI		
	N	N	N	N	N	N	N	N	
Denmark		1		1		3		1	2
Finland	1	1		3		2	4	3	3
Iceland			1	0					
Norway	3	5				2	0		5
Sweden	2	0		1	0	2	1	2	1
Total	6	7	2	4	6	8	6	11	

4.4.1 Plans in the Nordic universities

Graduate-level programmes. Plans for 6 graduate-level programmes in gerontology were reported by universities in Finland, Norway and Sweden. The institutions and departments reporting these plans, including the planned year of start-up, are listed in table 12.

In Finland, one new Master's programme is being planned by Åbo Akademi for the year 2010. In Norway, three Master's programmes were reported, i.e. in the Universities of Adger, Oslo and Stavanger. At the University of Stavanger a module in gerontology is currently being offered as option in another Master's programme. Plans for expanding the module into a Master's programme are in process at the university, but to be able to implement the programme the university reported the need of a professorship.

In Sweden, plans for graduate-level programmes in gerontology were reported by two institutions, i.e. Karlstad University and Karolinska Institutet. At Karlstad the programme will be

started as soon as this is possible, and at Karolinska Institutet a post-vocational programme called “Nursing the Elderly” is planned for the Master’s level in the year 2010.

Undergraduate-level programmes. At the undergraduate level, plans for 2 new programmes in gerontology were reported by the University of Iceland and Karlstad University in Sweden. The programme at Karlstad may possibly be start in 2009.

Modules. Plans for new modules in gerontology were reported by 7 universities in Finland, Norway and Sweden, and plans to expand existing ones by 6 institutions, listed in table 12. At Adger, further education modules are being developed in gerontopsychiatry, and at Umeå, a module titled “Social Work with the Elderly” is planned for 2009, and is to be integrated with the Master’s programme in social work. Four of the institutions had plans for both new modules and the expansion of existing ones.

Table 12 Plans for expanding gerontological education in the Nordic universities by departments

Institute/Dept	New programme/module in gerontology	Year to be launched
Åbo Akademi (FIN) Faculty of Social and Caring Sciences	Master module*	2010
University of Adger (NOR)	Master module	2009
University of Bergen Dept of Clin Psychology	module	-
University of Oslo (NOR) Institute for Nursing and Health Sciences	Master	-
University of Stavanger (NOR) Faculty of Social Sciences, Dept of Health Studies	Master	-
Karlstad University (SWE) Dept of Social Studies	Master Bachelor module module*	asap 2009 2009
Karolinska Institutent (SWE) Dept of Neurobiology	Master	2010
University of Iceland (ISL) Faculty of Nursing	Bachelor module	-
University of Tampere (FIN) School of Public Health.	module*	-
University of Turku (FIN) Dept of Social Policy	module module*	-
Umeå University (SWE) Dept of Social Work	module module*	2009
University of Aarhus (DNK)	module*	

Note: a) module*; expansion of the existing module

b) -; information is lacking

4.4.2 Plans in the other Nordic higher education institutions

Graduate-level programmes: Plans for seven new graduate-level programmes were reported by the other HEIs in Denmark, Finland and Norway (table 13). The departments concerned were in the fields of social and health services, in addition to departments of continuing education or equivalent (see table 15, appendix 8). In Denmark, at VIA University College the division of occupational therapy education reported a plan for a new Master's level programme in gerontology. In Finland, a graduate-level programme (90 ECTS) "Development and Management in Social and Health Care (elderly care)" will be launched in 2009 at Seinäjoki University of Applied Sciences.

In Norway, 5 institutions reported plans for a new graduate-level programme in gerontology. At Gøvik University College the Master's Degree Programme in Gerontology will start up in 2009. The other Master's level programmes (titles not provided by the respondents) are planned to be operational in 2010-2011

Undergraduate-level programmes. Plans for 4 new undergraduate-level programmes in gerontology were reported by Danish and Finnish Institutions. In Denmark, the planned programme is in School of Nursing, which is located on the Faroe Islands. The nursing programme will take a multidisciplinary perspective on gerontology and is to be operational in 2009. In Finland, the three remaining programmes were reported by the University of Applied Sciences of Kemi-Tornio, Kymeenlaakso and Satakunta. All three programmes will start in 2009. Two of the programmes were described as Elderly Care programmes, which are already being run in some Finnish HEIs. These programmes were mentioned in chapter 4.3.2.

Modules. New modules were being planned in 8 and the expansion of the existing ones in 11 institutions. In four of these HEIs both were being planned.

Table 13 Plans for expanding gerontological education by institution

Institute/Dept	New programme/module in gerontology	Year of launching
VIA UC (DNK)	Master module module*	- -
Seinäjäki UAS (FIN)	Master: “Development and Management in Social and Health Care”	2009
Diakonhjemmet UC (NOR)	Master module*	2010
Gøvik UC (NOR)	Master: Master’s Degree Programme in Gerontology	2009
Narvik UC (NOR)	Master module*	2011
Østfold (NOR)	Master	2010
Vestfold (NOR)	Master’s	
School of Nursing (DNK/FRO)	Bachelor module module*	2009
Kemi-Tornio UAS (FIN)	Bachelor: “Elderly Care” module	2009
Kymeenlaakso UAS (FIN)	Bachelor module module*	2009
Satakunta UAS (FIN)	Bachelor: “Elderly Care” module	2009
Metropolitan UC (DNK)	module	-
Central Ostrobothnia UAS (FIN)	module*	
Jyväskylä UAS (FIN)	module	
Turku UAS (FIN)	module*	
Finnamrk UC (NOR)	module*	
Molde UC (NOR)	module*	
Oslo UC (NOR)	module*	
University West (SWE)	module module*	

Note: a) module*; expansion of the existing module

b) -; information is lacking

5 DISCUSSION AND CONCLUSIONS

This is the first comprehensive survey on higher education in gerontology in the Nordic universities and other institutions of higher education. The survey sample comprised 47 universities and 92 other HEIs providing education in the human sciences and technology, and receiving funding from the state. The survey showed that gerontological education is given in several Nordic multidisciplinary higher education institutions. Separate courses or modules are common across the Nordic area, and gerontologically orientated undergraduate and post-vocational programmes are relatively numerous. There is, however, wide variation in the provision of these different programmes between countries. The programmes with gerontology as a major are rather few, and have relatively small numbers of students. The increase in the number of professorships in gerontology and geriatric medicine has been favourable, but their distribution in the Nordic area is uneven.

Education in gerontology was given in every Nordic country - in 31 universities and in 60 other HEIs. Altogether, 14 graduate-level programmes were found. Slightly over a half of these were offered at universities in Finland, Iceland and Sweden, the remainder being located in other HEIs in Norway and Sweden. Half of the graduate-level programmes had gerontology as a major while in the remaining programmes gerontology was as an area of specialization. The programmes were given in the fields of health and social sciences in the universities, whereas in the other HEIs they were offered in health sciences only.

In addition to the 14 local programmes, there was one joint programme, the Nordic Master's Degree Programme in Gerontology (NordMaG). The programme was provided by three Nordic universities as a collaborative exercise in which NordMaG is integrated with existing Master's degree programmes. The joint programme aims at combining the gerontological expertise of the partner institutions, educating professionals for socially relevant tasks and providing Master's level education across the borders of the collaborating countries - in order to decrease inequalities in education in the field, not only in the Nordic countries, but also in countries beyond the Nordic area.

Alongside graduate-level programmes, also undergraduate degree programmes in gerontology were found. The number of programmes was moderate and varied widely between countries. The majority of the 23 undergraduate-level programmes were gerontologically orientated and were

provided by other HEIs in Finland and Sweden - only about 20 % were offered by the universities. As with the graduate-level programmes, the undergraduate-level programmes were mainly offered in the fields of social and health sciences/care, but most often in the social field. In the programmes specializing in gerontology the number of ECTS focusing on ageing-related topics ranged from 23 to 75, depending on how the extent of the orientation was counted. On average, the ageing-related components seemed, however, to carry around 30 – 45 ECTS in the case of the programmes for which information was available.

In total, 33 post-vocational programmes were found in the Nordic higher education institutions, and all of these were located in Denmark, Norway and Sweden. Only about one fifth of them were provided by universities. The proportion of studies in gerontology in the programmes, however, varied.

Separate courses and small modules are the most common forms of gerontological education in the Nordic area. The majority of the institutions provide education in gerontology in this form. Because ageing-related courses and modules in the Nordic other HEIs were not examined on the Internet, information about the occurrence of gerontological education in the other HEIs may not be reliable. It is likely that the number of other HEIs offering courses and modules in gerontology is higher than was reported, since ageing-related education seems to be rather common in many programmes in the fields of health care and social services. In addition, ageing-related post-vocational education is given in modules smaller than 60 ECTS, and presumably all of them were not reported in this survey.

Multicontentual courses, in which ageing-related issues form only a part, were also offered in the Nordic higher education institutions. Presumably, only a some of these were mapped in this survey, since these courses could not reliably be found by methods other than the questionnaire. Multicontentual courses may be offered in, e.g., developmental and personal psychology, general medicine, adult education or in public health. Furthermore, ageing issues may be included, for example, in courses focusing on palliative care or odontology.

Education in gerontology has began rather simultaneously, in the 1970s, in the Nordic area in both universities and other HEIs. It seems, that, while expansion was not rapid during the 1980s or 1990s, it has since accelerated. Information about the history of the development of

gerontological education in the Nordic countries was fairly limited in this survey and therefore, to obtain a more comprehensive picture, additional information would be required.

Altogether, 20 professorships in gerontology and 20 in geriatric medicine were found. In every Nordic country, except Iceland, the chairs were mainly located in universities. About half of the chairs were located in Sweden, where professorships in geriatric medicine were more common compared to chairs in gerontology. In Finland, with around one third of the chairs in the field of ageing, the situation was the reverse.

When the structure and content of gerontological higher education were compared between the Nordic countries, both similarities and differences were found. The fields, programmes, modules and courses offered, were much the same throughout the Nordic area. English was often used as a language of instruction. Modules or courses in gerontology were not found in the curricula of any technological programmes, although they may have been included in these.

The differences found were mainly in the structure of the gerontological programmes. The majority of the basic degree programmes were located in Finland and Sweden, whereas in Denmark and Norway extensive gerontological education seems to be emphasized in post-vocational programmes.

A number of national characteristics emerged when gerontological higher education was compared between the Nordic countries. In Denmark, gerontology is offered as a post-vocational programme, but not a basic degree programme. Even the provision of separate modules and courses seems to be rather rare in the universities at the moment. The majority of the Danish university-taught gerontological education was integrated in courses containing other topics. According to persons working in the field of gerontology in Denmark, the future of academic education in the discipline seems promising, as the first professorship in gerontology was established recently and a significant grant has been allocated for the setting up of a Center of Aging at the University of Copenhagen by a private fund.

In Finland both graduate- and undergraduate-level programmes were offered at universities and other HEIs. Almost every Finnish multidisciplinary university provides gerontological education, and in cases in several departments. The provision of post-vocational study programmes (60 ECTS) in gerontology was not found in the universities and universities of applied sciences, as

more extensive further education in gerontology is often offered by the Finnish open universities. However, more compact post-vocational modules in gerontology are also offered by Finnish other HEIs, as partly reported by the respondents to the survey.

In Iceland, in relation to the number and size of the local higher education institutions, there seems to be an exceptional interest in education in the field - two gerontological Master's programmes were provided by the main university in the country, in addition to other gerontological education.

In Norway, ageing-related graduate-level programmes were provided by other HEIs only, and no bachelor-level programmes were found. According to the information received, in Norway specializing in ageing is usually embarked upon after completion of a basic degree programme, and an orientation in gerontology is rarely included in basic degree education. Therefore, post-vocational programmes appear to be the most important form of gerontological education, and fees are charged for these in some locations. According to the Norwegian Ministry of Education, the provider institution (post-vocational programmes) has the authority to decide whether fees are to be paid for participation or not. It is conceivable that not all of the "Continuing Education in Ageing and Care for Elderly People" programmes were found in this survey, since not all of them start on an annual basis, and therefore information may not continuously be available on the website of provider institutions.

In Sweden every multidisciplinary university offers gerontological education, and in some of them in several departments. In the Swedish institutions, programmes are provided at both graduate and undergraduate level, in addition to ageing-related post-vocational programmes, which are partly conducted in collaboration between the universities and other HEIs. Another special feature is the large proportion of distance learning-based education. At the graduate level, one-year Magister programmes are provided in the Swedish institutions, offering a foundation for doctoral studies (the English translation of the degree of Magister is often translated as one-year Master's degree, requiring only one year of post Bachelor study). In addition to the programmes that were reported in the survey, an undergraduate-level programme in social services with an orientation in social care was found (provided by other HEIs). Although ageing-related issues were not visible in the title of the programme, gerontological themes were present in the programme contents.

This study has both strengths and limitations. The strengths lie in the large size of the survey sample, with several contacts, and the systematic examination – down to course level – of data obtained on the Nordic universities. Thus, the data obtained by the survey, with the data obtained from searching the websites of the various institutions, give a comprehensive picture of higher education in gerontology in the Nordic university context. The provision of education could not, however, be properly studied via the Internet, as detailed information was not available due to the language barrier, for the relevant institutions located on the Faroe Islands, Greenland and Iceland. Differences in the various education systems were studied before constructing the questionnaire. It was then piloted in three Nordic institutions. Furthermore, many Nordic actors employed at different levels in the field of education were involved in the survey, including Ministries of Education, professors in the field, and other national experts working on issues related to higher education in gerontology.

One limitation of the present survey was missing data with respect to some items in the questionnaire and e-mail communications. For many institutions and departments, information could only be collected via websites, and thus this information is not complete either. In addition, there were differences in understandings of the definitions used in the survey.

Although the education in gerontology is evolving in the Nordic area at the moment, the balance between demographic change, with its associated challenges, and gerontological education is not satisfactory. According to many respondents the numbers of students applying for or attending education in gerontology has either remained the same or has increased to some extent. However, the existing programmes have rather small student intakes and are often gerontologically oriented, but they are not full programmes with gerontology as a major. There is a clear need to strengthen education in gerontology at different levels and in different fields. The knowledge and professional skills obtained from the programmes is unquestionably of great importance and is being increasingly requested in the Nordic ageing societies.

The main focus of this survey was on the frequencies of programmes and other forms of gerontological education, rather than in their contents. Participants were asked to state the focus of the gerontological education offered in their institutions in the questionnaire, and examples of the curricula of different programmes were gathered. Conclusions as to the quality of the education given could not be drawn on the basis of this information. Therefore, in order to assure the quality of higher education in gerontology in the Nordic countries further investigation of the

content of that education is needed. In particular, more information is needed on the extent of interdisciplinarity in gerontological education. Are different fields of gerontology, for example, not only covered in the curricula, but also connected to each other, thereby yielding extensive knowledge and understanding of the multidimensional processes of ageing. Furthermore, defining doctoral studies in the field of gerontology would merit further clarification, as the surface of this topic was only scratched in the questionnaire,

This survey could not cover everything in the field of gerontological higher education; however, it succeeded in shedding light on the present situation in the Nordic area. Not only differences, but also similarities were discovered in the field of gerontological higher education. It is obvious that the foundation for cross-national networking and educational development exists; the Nordplus Gerontology Network offers one such platform in boosting cooperation between existing and future actors in the field.

Further development of gerontological education is needed both to facilitate the entry of more students into the field of ageing and to increase equality of opportunity to receive education in gerontology between the Nordic countries. Furthermore, high-level research in the area should be promoted in order to meet the challenges presented by the ageing Nordic societies and to educate professionals with interdisciplinary knowledge on issues related to ageing. In addition to all the Nordic institutions of higher education the Nordic Gerontological Federation (NGF) with its 11 member organizations is also facing the challenge to develop initiatives and implement activities towards these aims.

ACKNOWLEDGEMENTS: We are grateful to all those who took the time and trouble to respond to the survey, and to the financial supporters: the Nordic Gerontological Federation and the University of Jyväskylä. In addition, we want to thank the following persons: Tiina Aho, Kirsten Avlund, Anne Leonora Blaakilde, Sven-Olov Daatland, Lena Engfeldt, Michael Freeman, Bernard Jeune, Annette Johannesen, Markku Kaupinen, Miika Kekki, Pingo Kåreholt, Sarianna Sipilä, Torbjörn Svensson, Pirjo Tiikkainen, Tarja Tikkanen, Anne Viljanen and Maria Wilenius.

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APPENDIX 1

Survey sample institutions**DENMARK****Universities:**

Aalborg University / Aalborg Universitet

- www.aau.dk

University of Aarhus / Aarhus Universitet

- www.au.dk

University of Copenhagen / Københavns Universitet

- www.ku.dk

IT-University of Copenhagen / IT- Universitetet I København

- www.itu.dk

University of Faroe Islands

- www.setur.fo/en/university/

University of Greenland

- <http://www.ilisimatusarfik.gl/Home/tabid/36/Default.aspx>

Roskilde University / Roskilde Universitet

- www.ruc.dk

University of Southern Denmark / Syddansk Universitet

- www.sdu.dk

Technical University of Denmark / Danmarks Tekniske Universitet

- www.dtu.dk

University colleges:

Copenhagen University College of Engineering

- www.ihk.dk

University College Copenhagen / Professionhøjskolen København

- www.ucc.dk

CVU Vest University College / West Jutland University College

- www.cvu-vest.dk

Engineering College of Aarhus

- www.iha.dk

The Multidisciplinary University College of Copenhagen (Metropolitan University College since October 2008)

- www.phrh.dk

Nursing School of Faroe Islands

- http://www.ask.fo/um_ask/?lang=eng

University College Lillebaelt

- www.ucl.dk

University College of Northern Denmark / Professionhojskolen University College Nordjylland

- www.ucn.dk

University College Sealand

- www.ucsj.dk

University College South / University College Syd

- www.cvusonderjylland.dk

VIA University College

- www.viauc.dk

FINLAND

Universities:

Helsinki University of Technology / Teknillinen korkeakoulu (tark)

- www.tkk.fi

University of Helsinki / Helsingin Yliopisto

- <http://www.helsinki.fi/yliopisto/>

University of Joensuu / Joensuun Yliopisto

- <http://www.joensuu.fi/joyindex.html>

University of Jyväskylä / Jyväskylän Yliopisto

- www.jyu.fi

University of Kuopio / Kuopion Yliopisto

- <http://www.uku.fi/>

University of Lapland / Lapin Yliopisto,

- www.ulapland.fi

Lappeenranta University of Technology / Lappeenrannan teknillinen yliopisto

- www.lut.fi

University of Oulu / Oulun yliopisto

- <http://www.oulu.fi/yliopisto/>

Tampere University of Technology / Tampereen teknillinen yliopisto

- www.tut.fi

University of Tampere / Tampereen yliopisto

- www.uta.fi

University of Turku / Turun yliopisto,

- www.utu.fi

University of Vaasa / Vaasan yliopisto,

- <http://www.uwasa.fi/>

Åbo Akademi University / Åbo Akademi,

- <http://www.abo.fi/public/>

Universities of applied sciences:

Arcada

- <http://www.arcada.fi/>

Central Ostrobothnia University of Applied Sciences / Keski-Pohjanmaan ammattikorkeakoulu,

- www.cou.fi

Diaconia University of Applied Sciences / Diakonia-ammattikorkeakoulu

- www.diak.fi

EVTEK University of Applied Sciences / EVTEK-ammattikorkeakoulu (merged with Helsinki Polytechnic as Metropolia 1.8.2008)

- <http://www.evtek.fi/>

Haaga-Helia University of Applied Sciences / Haaga-Helia ammattikorkeakoulu

- <http://www.helia.fi/>

Helsinki Polytechnic / Helsingin ammattikorkeakoulu Stadia (merged with EVTEK University of Applied Sciences as Metropolia University of Applied Sciences 1.8.2008)

- www.stadia.fi

Humanistinen ammattikorkeakoulu / Humak University of Applied Sciences

- <http://www.humak.edu/>

Hamk University of Applied Sciences / Hämeen ammattikorkeakoulu

- <http://portal.hamk.fi/portal/page/portal/HAMK>

Jyväskylä University of Applied Sciences / Jyväskylän ammattikorkeakoulu

- www.jamk.fi

Kajaani University of Applied Sciences / Kajaanin ammattikorkeakoulu

- www.kajak.fi

Kemi-Tornio University of Applied Sciences / Kemi-Tornion ammattikorkeakoulu

- www.tokem.fi

Kyminlaakso University of Applied Sciences / Kymenlaakson ammattikorkeakoulu

- www.kyamk.fi/

Lahti University of Applied Sciences / Lahden ammattikorkeakoulu

- www.lamk.fi

Laurea-University of Applied Sciences / Laurea ammattikorkeakoulu

- www.laurea.fi

Mikkeli University of Applied Sciences / Mikkelin ammattikorkeakoulu

- www.mikkeliyamk.fi/

North Karelia University of Applied Sciences / Pohjois-Karjalan ammattikorkeakoulu

- www.pkamk.fi

Oulu University of Applied Sciences / Oulun seudun ammattikorkeakoulu

- www.oamk.fi

Pirkanmaa University of Applied Sciences / Pirkanmaan ammattikorkeakoulu

- www.piramk.fi

Rovaniemi University of Applied Sciences / Rovaniemen ammattikorkeakoulu

- www.ramk.fi

Satakunta University of Applied Sciences / Satakunnan ammattikorkeakoulu

- www.samk.fi

Savonia University of Applied Sciences / Savonia-ammattikorkeakoulu

- www.savonia.fi

Seinäjoen University of Applied Sciences / Seinäjoen ammattikorkeakoulu

- www.seamk.fi

South Karelia University of Applied Sciences / Etelä-Karjalan ammattikorkeakoulu,

- <http://www.scp.fi/fi-FI/>

Svenska Yrkeshögskolan University of Applied Sciences / Svenska yrkeshögskolan
(merged with Sydväst University of Applied Sciences as Novia 1.8.2008)

- www.syh.fi

Sydväst University of Applied Sciences / Yrkeshögskolan Sydväst (merged with Svenska
Yrkeshögskolan University of Applied Sciences as Novia 1.8.2008)

- www.sydvast.fi

TAMK University of Applied Sciences / Tampereen ammattikorkeakoulu

- www.tamk.fi

Turku University of Applied Sciences / Turun ammattikorkeakoulu

- www.turkuamk.fi

University of Applied Sciences / Vaasan ammattikorkeakoulu

- www.puv.fi

Åland University of Applied Sciences / Höskolan på Åland

- <http://www.ha.ax/>

ICELAND

Universities:

University of Akureyri

- <http://english.unak.is/>

Bifröst University

- <http://www.bifrost.is/English/>

Iceland University of Education

- www.khi.is

University of Iceland

- www.hi.is

Reykjavik University

- <http://www.ru.is/?pageid=722>

NORWAY

Universities:

University of Agder / Universitetet i Agder

- <http://www.uia.no>

University of Bergen / Universitetet i Bergen

- <http://www.uib.no>

Norwegian University of Life Sciences / Universitetet for miljø- og biovitenskap

- <http://www.umb.no>

University of Oslo / Universitetet i Oslo

- <http://www.uio.no>

Norwegian University of Science and Technology / Norges teknisk- naturvitenskapelige universitet (NTNU)

- <http://www.ntnu.no>

University of Stavanger / Universitetet i Stavanger

- <http://www.uis.no>

University of Tromsø / Universitetet i Tromsø

- <http://www.uit.no>

University colleges:

Aalesund University College / Høgskolen i Ålesund

- <http://www.hials.no>

Akershus University College / Høgskolen i Akershus

- <http://www.hiak.no>

Betanien Deaconal University College / Betanien diakonale høgskole

- <http://www.betaniensykepleierhogskole.no/>

Bergen University College / Høgskolen i Bergen

- <http://www.hib.no>

Bodø University College / Høgskolen i Bodø

- <http://www.hibo.no>

Buskerud University College / Høgskolen i Buskerud

- <http://www.hibu.no>

Deaconess University College / Haraldsplass diakonale høgskole

- <http://www.bergendsh.no>

Diakonhjemmet University College / Diakonhjemmet Høgskole

- <http://www.diakonhjemmeths.no>

Diakonova University College / Høyskolen Diakonova

- <http://www.diakonova.no/>

Queen Maud's College of Early Childhood Education / Dronning Mauds Minne Høgskole for førskolelærerutdanning

- <http://www.dmmh.no>

Finnmark University College / Høgskolen i Finnmark

- <http://www.hifm.no>

Gjøvik University College / Høgskolen i Gjøvik

- <http://www.hig.no>

Harstad University College / Høgskolen i Harstad

- <http://www.hih.no>

Hedmark University College / Høgskolen i Hedmark

- <http://www.hihm.no>

Lillehammer University College / Høgskolen i Lillehammer

- <http://www.hil.no>

Lovisenberg Diaconal University College / Lovisenberg diakonale høgskole (tark)

- <http://www.ldh.no/>

Molde University College / Høgskolen i Molde

- <http://www.himolde.no>

Narvik University College / Høgskolen i Narvik

- <http://www.hin.no>

Nesna University College / Høgskolen i Nesna

- <http://www.hinesna.no>

NLA Schools in Bergen (Norwegian Teacher Academy (NLA) / NLA Hogskolene i Bergen (Norsk Laererakademi)

- <http://www.nla.no>

Nord-Trøndelag University College / Høgskolen i Nord-Trøndelag

- <http://www.hint.no>

Oslo University College / Høgskolen i Oslo

- <http://www.hio.no>

Norwegian College of Physical Education and Sport / Norges idrettshøgskole

- <http://www.nih.no/>

The Rudolf Steiner University College, Rudolf Steinerhøgskolen

- <http://www.rshoyskolen.no/>

Saami University College / Samisk høgskole

- <http://www.samiskhs.no>

Sogn og Fjordane University College / Høgskolen i Sogn og Fjordane

- <http://www.hisf.no>

Stord/Haugesund University College / Høgskolen Stord/Haugesund

- <http://www.hsh.no>

Sør-Trøndelag University College / Høgskolen i Sør-Trøndelag

- <http://www.hist.no>

Telemark University College / Høgskolen i Telemark

- <http://www.hit.no>

Tromsø University College / Høgskolen i Tromsø

- <http://www.hitos.no>

Vestfold University College / Høgskolen i Vestfold

- <http://www.hive.no/>

Volda University College / Høgskolen i Volda

- <http://www.hivolda.no>

Østfold University College / Høgskolen i Østfold

- <http://www.hiof.no>

SWEDEN

Universities:

University of Gothenburg / Göteborgs Universitet

- www.gu.se

Karlstad University / Karlstads Universitet

- www.kau.se

Karolinska Institutiont

- www.ki.se

Linköping University / Linköpings Universitet

- www.liu.se

Luleå University of Technology / Luleå Tekniska Universitet

- www.ltu.se

Lund University / Lunds Universitet

- www.lu.se

Mid Sweden University, Mittuniversitetet

- www.miun.se

Stockholm University / Stockholms Universitet

- www.su.se

Royal Institution of Technology / Kungliga Tekniska Högskolan

- www.kth.se

Umeå University / Umeå Universitet

- www.umu.se

Uppsala University / Uppsala Universitet

- www.uu.se

Växjö University / Växjö Universitet

- www.vxu.se

Örebro University / Örebro Universitet

- www.oru.se

University colleges:

Blekinge Institution of Technology / Blekinge Tekniska Högskola

- <http://www.bth.se/eng>

Borås University College / Högskolan i Borås

- <http://www.hb.se/english/>

Chalmers University of Technology / Chalmers Tekniska Högskola

- <http://www.chalmers.se/en/>

Dalarna University College / Högskolan Dalarna

- www.du.se

Ersta Sköndal University College / Ersta Sköndal Högskola

- www.esh.se

Gotland University / Högskolan på Gotland

- www.hgo.se

University of Gävle / Högskolan i Gävle

- www.hig.se

Halmstad University / Högskolan i Halmstad

- www.hh.se

Jönköping University (Foundation) / Högskolan i Jönköping

- <http://www.hj.se/eng/>

Kalmar University College / Högskolan i Kalmar

- <http://www.hik.se>

Kristianstad University / Högskolan Kristianstad

- www.hkr.se

Malmö University College / Malmö Högskola

- <http://www.mah.se>

Mälardalen University College / Mälardalens högskola

- <http://www.mdh.se>

The Red Cross University College of Nursing / Röda korsets Högskola

- <http://www.rkh.se>

Högskolan Skövde / University of Skövde

- <http://www.his.se>

Sophiahemmet University College / Sophiahemmet högskola

- <http://www.sophiahemmet.se>

The Swedish School of Sport and Health Sciences / Gymnastik- och Idrotthögskolan

- <http://www.ihs.se/templates/ihsNormalPage.aspx?id=729>

Södertörns University College / Södertörns Högskola

- <http://www.sh.se>

Högskolan Vest / University West

- <http://www.hv.se>

Vastattu: 22.04.2008 09:37

APPENDIX 2

Questionnaire on Higher Education in Gerontology**INSTRUCTIONS****Dear respondent,**

This is a survey on higher education in the field of ageing in the Nordic countries. It will be carried out at the Finnish Centre for Interdisciplinary Gerontology, University of Jyväskylä and is financially supported by the Nordic Gerontological Federation (NGF).

With this survey we aim to map the present situation in the higher education of gerontology, i.e. degree programmes, study modules and separate study courses in gerontology as well as professorships in gerontology. This survey will cover all the universities and university colleges / universities of applied sciences in the Nordic region. We thank you in advance for your assistance in gathering this highly important information for further gerontology-related educational activities in the Nordic region.

Definitions of the concepts used in this questionnaire:

The concept **Gerontology** is defined as the provision of education with a focus on ageing. The focus may be, e.g., biological, social or psychological or may concern various issues of health in old age (e.g. gerontological nursing) or gerontechnology. **Geriatric medicine** should also be included in this survey IF it is taught in study modules or as separate study courses in programmes for medical students, nurses, physiotherapists etc. Programmes aimed at educating specialized physicians in geriatric medicine are NOT included in this survey.

Graduate level programmes cover Master's and Magister degree programmes in gerontology.

Undergraduate level programmes in gerontology cover university-taught Bachelor's degree programmes (BA and BSc), professional study programmes equivalent to a BA or BSc programme and programmes leading to a university diploma (högskoleexamen).

Study modules in gerontology consist of more than one study course (e.g. study module in social gerontology including courses such as researching old age, life course and old age etc.). A study module to the purposes of this survey may be a part of a degree programme in gerontology IF it is also open to students outside that degree programme.

In the section **study courses** we aim to map the courses that are taught separately outside degree programmes and study modules in gerontology. These courses may, however, be part of a degree programme or study module IF they are also open to students outside that degree programme or students who are not conducting a whole study module in gerontology.

Doctoral studies refer to formal courses in gerontology included in doctoral training programmes.

How to answer the survey

The questionnaire will be available until 30.9.2008. If your institution does not provide education in gerontology only the first section of the questionnaire (background information) should be answered by a contact person from the student affairs office, which is where the link to the questionnaire will be sent first, if the e-mail address is

provided on the website of the institution.

If your institution provides education in gerontology the student affairs office will forward the questionnaire to each faculty / department providing gerontological education. The questionnaire will be answered by a staff member responsible for the programme / study module / study courses in gerontology within each faculty/department. For easing the answering, please print this instruction page out.

If you offer any education in gerontology, please always answer the first questions of every section (until you are directed forward), regardless whether you provide education at that particular level, e.g., graduate level studies in gerontology. Remember to save the data at the end of every section / page. If you want to change given and saved answers, you may do so after completing the whole questionnaire or by using the button "save and return to previous section".

If you have more than one graduate or undergraduate level programme / study module in gerontology, please remember that in each section of the questionnaire you can ONLY provide information on ONE programme at a time. If you have, e.g., two graduate-level programmes, first fill in section 1 (background information) and then section 2 (graduate-level studies) for one, only, of the programmes you offer at your faculty/department. Complete the questionnaire and save the data by clicking "Done! Save the answers".

Then, fill in the information on the second programme. You may do this by using "Return to answering" or "Return where you entered the survey" link, which are to be found on the ending page, after completing the questionnaire first time. If your earlier answers appear on the section 1 (background information), you are modifying your old answers. To provide new answers in a blank section, click the link: "Enter a new answer" above the questions of the section. In the section 1, answer questions 1 and 2 only (name of your institution and country). Save the data and continue to the section 2 (graduate-level studies). Provide the information on the second graduate-level programme offered at your faculty/department. If you have, e.g., three graduate-level programmes please replicate the procedure a third time. Save the data and leave the questionnaire. Remember that after leaving the questionnaire you may not modify your answers anymore.

If you consider items in the questionnaire to be irrelevant from the standpoint of your institution or if there are no items on matters relating to the education in gerontology offered at your institution, please provide this information in the field "Comments" that is to be found at the end of every section/page.

Your contribution to this survey is very important. Thank you for your cooperation!

Yours sincerely,

Heidi Hietanen
Researcher

Sarianna Sipilä
Head of the Finnish Centre for Interdisciplinary gerontology

Start answering the questionnaire by clicking the button "Save and go to the next section".

1. BACKGROUND INFORMATION

a) Institution

1. Please indicate the name of your institution (include in the field) ---

b) Country

2. In which country Your institution is located?

c) Financing

3. How is your institution financed? By (choose one option)

- State
 District
 Municipality
 Private
 State and private
 Other, what?

d) Qualification

4. What qualifications does your institute provide (mark all applicable options)?

- Post graduate level
 Graduate level
 Undergraduate level (Bachelor's degree, BA or BSc)
 Undergraduate level (Professional qualification equivalent to BA or BSc)
 Undergraduate level (University diploma)
 Other, what?

e) Professorship

Yes No

5. Do you have a professorship in gerontology at your institution?

f) Teaching & research

Yes No

6. Do you teach gerontology at your institution?

7. If YES, at what levels?

- Doctoral studies
 Master's programme
 Magister programme
 Bachelor's programme
 Professional programme equivalent to BA or BSc
 University diploma
 Study modules in gerontology
 Separate courses in gerontology, taught outside gerontological programmes and modules
 Other, what?

Yes No

8. Do you conduct research on ageing related topics at your institution?

g) Personnel

9. Which posts in gerontology do you have at your institution?
- Professor
 Principal lecturer
 Lecturer
 Assistant
 Other, what?

h) Respondent

Please type the following information in the fields:

Your name: ---

Your position in the institution: ---

THANK YOU for answering for this section of the questionnaire! Please continue to the questions on page 3 concerning graduate level studies in gerontology.

Comments ---

2. GRADUATE-LEVEL STUDIES IN GERONTOLOGY**a) Provision of programme**

- | | Yes | No |
|--|-----------------------|-----------------------|
| 1. Are graduate-level programmes (Master / Magister) in gerontology being offered at your institution at the moment? | <input type="radio"/> | <input type="radio"/> |

b) Planning of a new Master´s programme

- | | Yes | No |
|--|-----------------------|-----------------------|
| 2. Are you planning a new Master´s programme in gerontology? | <input type="radio"/> | <input type="radio"/> |
| 3. If YES, when is the new programme planned to be launched? | --- | |

If you do not have a graduate-level programme in gerontology at your institute, please continue to the page 4 (undergraduate level studies).

Comments ---

c) Details of programme

4. What is the level of the present programme in gerontology? Master
 Magister
5. How many ECTS credits does the programme have? ---
6. What is the title of the programme? ---
7. When did the programme begin? (Please indicate the year the programme was launched) ---

8. The main focus of the programme is (mark all applicable options)
- Biogerontology
 - Social gerontology
 - Psycho-gerontology
 - Educational gerontology
 - Multidisciplinary gerontology
 - Other, what?

9. Please state the faculty and the department providing the programme ---

10. Please state the title of the degree awarded by the programme ---

11. What is the total number of the graduate-level programmes in gerontology offered by the faculty/department? ---

d) Doctoral studies and research

Yes No

12. Does the programme give eligibility for postgraduate studies?

Yes No

13. Do you have doctoral studies in gerontology at your institution?

Yes No

14. Does your institution conduct gerontological research?

e) Admission

15. The programme start
- Once a year
 - Twice a year
 - Less frequently than on a yearly basis

16. What is the average number of students applying for the programme? ---

17. What is the number of students per intake? ---

18. What are the requirements for admission to the programme? (Mark all applicable options)?
- Exam
 - BA
 - BSc
 - High school
 - Other, what?

19. During the past five years, the number of applicants has
- Increased
 - Diminished
 - Remained the same

f) Studying

20. Studying in the programme is Full-time

- Part-time
 Both

g) Teaching

21. The language of instruction in the programme is (choose one option)

- Native language only
 English only
 Other language only
 Native language mainly and English
 Native language mainly and other language
 Other

22. What is qualification is mainly held by the teaching staff in the graduate level programme in gerontology? (Choose one option or more)

- PhD
 MA or MSc
 Other, what?

23. Teaching is organized by (choose one option or more)

- Permanent staff members
 Part-time staff members
 Partly using visiting lecurers
 In cooperation with an enterprise
 In cooperation with trust/association
 In cooperation with the state / municipality
 In cooperation with another institute
 Other, what?

24. What are the main teaching methods used in the graduate-level programme in gerontology (choose the correct options)?

- Lectures
 Seminars
 Exams
 Written assignments
 Group tasks
 Discussion
 Practical training
 Other, what?

25. Does the programme include practical training?

- Yes
 No
 No, but training is possible and optional

26. How many periods of practical training are there in the programme? ---

27. What is the average length of a training period? ---

h) International mobility

28. How many student exchanges in the graduate-level progrmme in gerontology are there on average per academic year? ---

29. Which exchange programmes are used in the graduate-level programme in gerontology? (Mark all applicable options)
- Erasmus
 Nordplus
 Other, what?

Yes No

30. Do the teaching staff in the graduate level programme participate in teacher exchanges?

THANK YOU for answering for this section of the questionnaire! Please continue to the questions on page 4 concerning undergraduate-level studies in gerontology.

Comments ---

3. UNDERGRADUATE-LEVEL STUDIES IN GERONTOLOGY

a) Provision of a programme

Yes No

1. Are undergraduate-level programmes (Bachelor's or equivalent, university diploma) in gerontology being offered at your institution at the moment?

b) Planning of a new undergraduate level programme

Yes No

2. Are you planning a new undergraduate level programme in gerontology?

3. If YES, what is the level of the programme?
- BA or BSc
 Professional qualification equivalent to BA or BSc
 University diploma
 Other, what?

4. When is the new programme planned to be launched? ---

If you do not have an undergraduate-level programme in gerontology at your institution, please continue to the page 5 (study modules).

Comments ---

c) Details of programme

5. Which study options do you provide on the undergraduate level in gerontology at the moment (mark all applicable options)?
- BA
 BSc
 Equivalent to Bachelor non-university degree
 University diploma
 Other, what?

6. How many ECTS credits does the programme have? ---
7. What is the title of the programme? ---
8. When did the programme begin (please indicate the year the programme was launched)? --
-
9. The main focus of the programme is (mark all applicable options)
- Biogerontology
 - Educational gerontology
 - Psycho-gerontology
 - Social gerontology
 - Multidisciplinary gerontology
 - Other, what?
-

10. Please state the faculty and the department the programme is conducted in ---

11. Please state the title of the degree awarded by the programme ---

12. What is the number of undergraduate-level programmes in gerontology offered by the faculty/department? ---

13. The undergraduate-level programme gives eligibility for (mark all applicable options)
- Doctoral studies
 - Master 's programme
 - Magister programme
 - BA or BSc programme
 - Other, what?
-

14. Does your institution provide students with possibility to continue their studies in gerontology? Yes No

15. If YES, at what level (mark all applicable options)
- Doctoral level
 - Master 's
 - Magister
 - BA or BSc
 - Other, what?
-

d) Doctoral studies and research

16. Does your institution conduct gerontological research? Yes No
17. Are doctoral studies in gerontology offered at your institution? Yes No

e) Admission

18. The programme starts Once a year
 Twice a year

Less frequently than on a yearly basis

19. What is the average number of students applying for the programme? ---

20. What is the number students per intake? ---

21. What are the requirements for admission to the programme (mark all applicable options)?

Exam
 University degree
 High school
 Other, what?

22. During the past five years, the number of applicants has

Increased
 Diminished
 Remained the same

f) Studying

23. Studying in the programme is

Full-time
 Part-time
 Both

g) Teaching

24. The language of instruction in the programme is (choose one option)

Native language only
 English only
 Other language only
 Native language mainly and English
 Native language mainly and other language
 Other

25. What qualification is mainly held by the teaching staff in the undergraduate level programme in gerontology? (Choose one option or more)

PhD
 MA or MSc
 Other, what?

26. Teaching is organized by (choose one option or more)

Permanent staff members
 Part-time staff members
 Partly using visiting lecturers
 In cooperation with an enterprise
 In cooperation with trust/association
 In cooperation with the state / municipality
 In cooperation with another institute
 Other, what?

27. What are the main teaching methods used in the undergraduate-level programme in gerontology (choose the

Lectures
 Seminars
 Exams

correct options)?

- Written assignments
 Group tasks
 Discussion
 Practical training
 Other, what?

28. Does the programme include practical training? Yes
 No
 No, but training is possible and optional

29. How many periods of practical training are there in the programme? ---

30. What is the average length of a training period? ---

h) International mobility

31. How many student exchanges in the undergraduate-level studies in gerontology are there on average per academic year? ---

32. Which exchange programmes are used in the undergraduate-level programme in gerontology? (Mark all applicable options)
- Erasmus
 Nordplus
 Other, what?

33. Do the teaching staff in the undergraduate-level programme participate in teacher exchanges? Yes No

THANK YOU for answering for this section of the questionnaire! Please continue to the questions on page 5 concerning the study modules in gerontology.

Comments ---

4. STUDY MODULES IN GERONTOLOGY

a) Provision of modules

1. Does your institution provide study modules in gerontology? Yes No

If you answered NO, please continue to the last section Study courses in gerontology.

2. Are you planning to extend the present module/modules? Yes No

3. Are you planning a completely new module in gerontology? Yes No

4. If you provide a study module in gerontology at the moment, in what year did it start? --
-

b) Content

5. How many ECTS does the module have? 1 -9
 10 - 19
 20 - 29
 30 - 39
 40 or over

6. The main focus of the module is (mark all applicable options).
 Biogerontology
 Educational gerontology
 Psycho-gerontology
 Social gerontology
 Multidisciplinary gerontology
 Other, what?

c) Module information

7. Please state the faculty and the department responsible for conducting the module

Yes No

8. Is the module carried out wholly by the department stated in answer 7?

9. If NO, the module is carried out in cooperation with
 Another faculty or department at your institute
 A partner outside your institute

10. What is the title of the module? ---

Yes No

11. Are students awarded a diploma / certificate upon completing the module?

12. If YES, what is the title of the diploma? ---

13. What is the total number of gerontological study modules offered in your department? ---

d) Admission

14. The study module is (mark all applicable options)
 Part of a degree programme
 Compulsory in certain programmes
 Optional in certain programmes
 Provided as post-vocational studies at your institute

15. Within which programmes is the module compulsory? ---

16. If the module is optional, is it open to all the students? Yes
 Yes, but the right to study must be applied for

No, access is restricted to specific educational fields

17. If the module is open to all the students at your institution, from which educational fields do mostly the participating students come from? (You may list more than one) ---

18. If the module is optional, during the past five years the number of students has

Increased
 Diminished
 Remained the same

THANK YOU for answering for this section of the questionnaire! Please continue to the questions on page 6 concerning courses in gerontology.

Comments ---

5. COURSES IN GERONTOLOGY

a) Provision of courses

1. Do you offer separate courses in gerontology at your institution (taught outside degree programmes and study modules)? Yes No

2. Do you offer courses, in which gerontological aspect is integrated, but other topics are also included? Yes No

3. The offered gerontology courses are mostly Compulsory
 Optional
 Both

4. Please state the faculty and the department the courses are conducted in ---

5. How many separate gerontological study courses on average are offered by the department? --

6. Courses offered in gerontology are (choose one option) Mostly on graduate level
 Mostly on undergraduate level
 Both

b) Admission

7. For which programmes are the courses in gerontology compulsory? ---

8. If the courses in gerontology are optional, are they open to all the students at your institution? Yes
 Yes, but the right to study must be applied for
 No, the access is restricted to specific educational fields

9. If the courses are open to all the students at your institution, from which educational fields do mostly the participating students come from? ---

10. If the courses in gerontology are optional, during the past Increased

five years the number of students participating on them has

Diminished

Remained the same

THANK YOU for answering for the last section of this questionnaire!

Comments ---

Table 14 Distribution of education in gerontology in the Nordic universities

COUNTRY					Module/ Course	Intergrated Course
Institution/department	MS/(S)	Mag/(S)	BSc /(S)	Post-voc		
<u>DENMARK</u>						
University of Aarhus						
Dept of Psychology					3	X
Faculty of Health Sci						X
University of Copenhagen						
Inst of Public Health						X
Roskilde University						
Dept Environ, Soc & Spatial Change						X
University of Southern Denmark						
Faculty of Health Sci					X*	X
<u>FINLAND</u>						
Åbo Akademi University						
Faculty of Education					1	
Faculty of Social and Caring Sci					2	
University of Helsinki						
Dept of Public Health						X
Dept of Social Policy					3	
Dept Gen Pract & Prim Health Care					1	
University of Joensuu						
					X	
University of Jyväskylä						
Dept of Educational Sci					1,2	
Dept of Health Sci	X (2)		X		1*,3, 4	X
Dept of Social Sci and Philosophy	X				1*, 3	X
Dept of Psychology					1	X
University of Lapland						
Dept of Social Work	(S)				X*. 3, 4	
University of Kuopio						
Dept of Geriatrics					1	
Sch Public Health & Clin Nutrit					X*	X
University of Oulu						
Dept of Health Sciences					X	
University of Tampere						
School of Public Health					1*, 2*	
Medical School					1	X
University of Turku						
Dept of Nursing Science					2, 3	
Dept of Psychology					1	
Dept of Social Policy					1,3	
Inst of Clinical Medicine					1*	X
<u>ICELAND</u>						
Iceland University of Education						
Faculty of Social Educators					3	
University of Iceland						
Faculty of Nursing	(S)				5	
Faculty of Social Work	X				X*	X
Faculty of Psychology					1	
<u>NORWAY</u>						
University of Adger						
Dept of Health					X*,2*, 3 (P)	X
University of Bergen						
Dept of Clin Med					X	
Dept of Clinical Psychology					X*	X

COUNTRY					Module/ Course	Intergrated Course
Institution/department	MS/(S)	Mag/(S)	BSc /(S)	Post-voc		
University of Oslo						
Inst for Nursing and Health Sci					X	X
University of Stavanger						
Dept of Health Studies				<i>X</i>	2, 3	
SWEDEN						
University of Gothenburg						
Dept of Psychology					1, 2*, 3	
Dept of Social Work					<i>1</i>	X
Inst of Health and Care Sci				S	<i>2</i>	
<i>Inst of Medicine</i>					<i>1</i>	
<i>Inst of Neurosci and Physiology</i>					<i>1</i>	
Karlstad University						
Dept of Social Studies					X, 2, (P)	
Karolinska Inst						
Dept Neurobiol, Care Sci & Society				S	1*, 2	X
Dept of Medicine					X	X
Linköping University						
Faculty of Arts & Sciences					4	
<i>Dept of Medical and Health Sci</i>					<i>2*</i>	
<i>Dept of Social and Welfare Studies</i>					<i>1</i>	
Luleå University of Technology						
<i>Dept of Health Sci</i>				<i>S</i>	<i>1,2</i>	
<i>Dept of Human Work Sci</i>					<i>1,2</i>	
Lund University						
Dept of Health Sci	(S)			<i>S</i>	1*,2	
<i>Shool of Social Work</i>					<i>2,4</i>	
Mid Sweden University						
<i>Dept of Health Sci</i>				<i>S</i>	<i>1*, 2</i>	
Stockholm University						
Dept of Social Work			<i>(S)</i>		1*	
Umeå University						
Dept Community Med & Rehab					1, 2*, (P)	X
<i>Dept of Economic History</i>					<i>2</i>	
Dept of Nursing				S	<i>1</i>	
Dept of Social Work					2	X
Uppsala University						
<i>DeptPubl Health & Caring Sci</i>					<i>1*, 2</i>	
Dept of Sociology					2	
Vaxjö University						
School Health Sci & Social Work		(S)	(S)		<i>1</i>	X
Örebro University						
<i>School of Health and Medical Sci</i>					<i>1*</i>	
Sch of Law, Psych & Social Work			<i>(S)</i>	<i>2</i>	1	

Note: a) Dept presented in the table indicates the source of the information, b) *italic font*; information found via Internet-based data collection

c) MS; Master's degree programme, (S); Master's programme with specialization in gerontology, Mag; Magister's degree programme, (S); Magister's programme with specialization in gerontology, BSc; Bachelor's degree programme, (S); Bachelor's programme with specialization in gerontology, Post-voc; Post-vocational programme (60 ECTS)

d) Column of Module/Course: X; course or module with no information on number of ECTS, 1; module/course with 1-9 ECTS, 2; module/course with 10-19 ECTS, 3; module/course with 20-29 ECTS, 4; module/course with 30-39 ECTS, 5; module/course with 40≥ ECTS, *; number of modules/courses 1>, P; some module/course provided as post-vocational study

Curriculum of NordMaG at the University of Jyväskylä

Curriculum of NordMaG at JyU (intake 2008)

COURSE	ECTS	SCHEDULED TERM
Introductory studies and Research methods (10 ECTS)		
KTE0511 Introduction to Study Practices	3	
KTEY007 Research methods	7	
Subjects areas in gerontology (28 ECTS)		
TGEP001 Basics of Health Gerontology	8	
KTEY013 Assessing Functional Capacity in Health Sciences	3	
TGEA003 Physical Activity and Ageing	4	
TGEA005 Health Promotion among Older People	3	
TGES001 Gerontological Research	10	
NordMaG studies (min 35 ECTS, one intensive course is compulsory)		
TGEP002 Introduction to Interdisciplinary Gerontology	5	
TGES104 Intensive course I, JyU	10	
Intensive course II, UI	10	
Intensive course III, LU	10	
Factors of influence in ageing: environment, social relationships and health, UI	10	
Activity and rehabilitation, LU	10	
Master's's thesis (36 ECTS)		
TGES105 - 107 Master's's Thesis Seminar I – III	3 each	
MSc Thesis	24	
Language studies (5-7 ECTS)		
XENX020 Orientation to Academic Assignments	1	
XENX009 Integrated Research Communication	4	
XRU402 Akademisk svenska (for Finnish students only) *	2	
Elective studies (4- 6 ECTS) e.g.		
TGEA004 History of Gerontology	2	
TGES002 Special Issues in Gerontology	4-10	
KTEY008 Basics of Epidemiology	3	
LLTS009 Health Science and Technology	5	
LPSS021 Current issues in Sport and Exercise Psychology	1-5	
LPSS025 Independent Reading on Sport and Exercise Psychology	3-5	
TGES006 Nutrition in Old Age	2	
Language studies		
Other courses		
Bridging studies (30 ECTS), 1st term		

* The course is part of the Master's's degree for those Finnish students who have not completed the Swedish requirement of civil servants in their previous higher education studies.

Course descriptions

INTRODUCTORY STUDIES AND RESEARCH METHODS

KTE0511 Introduction to study practices

Aim

To assist the student in creating an individual study plan, to familiarise him/her with the different facets of the university study system and studying in English. In this course the student will become acquainted with the University Library and information skills required in studying, the Korppi data system, and the Optima e-learning environment.

Contents

Setting personal goals and principles and expectations for the completion of one's own learning (personal study plan); How to use the facilities of Jyväskylä University Library effectively, information sources in gerontology, systematic information search processes and strategies, valuation of information sources; Using the Korppi data system and the Optima e-learning environment.

Mode of study

Lectures (20h) including Optima training, visits to the university library, group work and counselling in information skills, and completion of one's own personal study plan.

Assessment

Active participation in lectures and group work, assignments

Time	Autumn 1 st year
ECTS credits	3
Teachers	Merja Ruuska, Anne Viljanen, Virpi Uotinen
Contact person	Virpi Uotinen
Department	Department of Health Sciences

KTEY007 Research Methods

Aim

To deepen the understanding of the quantitative and qualitative research methods required for the successful completion of the Master's's thesis.

Contents

Quantitative research: Selecting statistical methods of analysis, reliability of a survey, describing the data, statistical testing, basic tests, reading and reporting SPSS-output. Qualitative research: Phenomenological research, action research, conversational analytical research, narrative research.

Mode of study

Lectures, demonstrations, literature examination.

Literature:

Quantitative research:

Hulley, SB Cummings SR, Browner WS, Grady D, Hearst N, Newman TB. 2001. Designing Clinical Research. Baltimore: William & Wilkins (pp. 1-194, 215-246, 248-300) OR Neutens JJ, Rubinson L. 2002. Research Techniques in the Health Sciences. San Fransisco (CA): Allyn & Bacon (p. 1-162, 194-227).

Qualitative research:

Silverman D. 2005. Doing Qualitative Research: A practical Handbook. London: Sage Publications (pp. 1-144).

Assessment

Examination of lecture material and literature and active participation in demonstrations.

Time	Autumn 1 st year
ECTS credits	7
Registration	Korppi
Teachers	Anna-Liisa Lyyra, Kieran Kamat
Examiners	Tiina-Mari Lyyra (Hulley et.al.), Merja Kurunsaari (Silverman)
Contact person	Tiina-Mari Lyyra

SUBJECT STUDIES IN GERONTOLOGY**TGEP001 Basics of Health Gerontology****Aim**

To acquaint the student with the basics of the research of ageing, connections between health and functional capacity and the background of biological changes.

Contents

Gerontology as a discipline, ageing of the population and social and economical consequences. Biological ageing theories, physical activity and ageing, diseases of elderly people, prevention, cure and rehabilitation of these diseases.

Mode of study

Introduction to gerontology lectures (20 hours) AND Biological changes in ageing lectures (20 hours), and self-study of literature.

Literature

- Aldwin, C.M. & Gilmer, D.F. (2004). Health, Illness and Optimal Aging. Biological and Psychosocial Perspectives. Thousand Oaks: Sage Publications (pages 97-207).
Albert, S.M. (2004) Public Health and Ageing. New York: Springer Publishing

Assessment

Examination of lecture material and literature

Time	Autumn 1 st year
ECTS credits	8
Registration	Korppi
Teachers	Taina Rantanen, Harri Suominen
Examiner	Taina Rantanen (Aldwin & Gilmer, Albert)
Contact person	Virpi Uotinen
Department	Health Sciences

KTEY013 Assessing Functional Capacity in Health Sciences

Aim

To familiarise the student with different methods and measurements of functional capacity, different aspects of reliability and validity.

Contents

Measurement of body composition, muscle strength, functional capacity of the respiratory and circulatory systems, cognitive performance, postural balance, gait and mobility. Assessment of function and activities of daily living of people in different age groups.

Mode of study

Lectures and exercises/demonstrations (30 hours)

Assessment

Active participation in the lectures and demonstrations, writing a report

Time	Spring 1 st year
ECTS credits	3
Registration	Korppi
Teachers	Urho Kujala, Sarianna Sipilä, Katja Waller, Tapani Pöyhönen, Sanna Sihvonen Ritva Sakari, Tiina Lautamo, Harri Suominen, Timo Suutama
Contact person	Katja Waller
Department	Health Sciences

TGEA003 Physical Activity and Ageing

Aim

To familiarise the student with the physical activity and ageing and the importance of maintenance of health.

Contents

Physical activity and exercise behavior in ageing. Exercise, chronic diseases, and functional disabilities of elderly people. Exercise prescription and instruction in the elderly.

Mode of study

Introductory lecture, written assignment, participation in seminars, literature examination

Literature

Spirduso, W.W. (2005): Physical Dimensions of Aging. Champaign, IL: Human Kinetics (374 pages).

Assessment

Written assignment, active participation in seminars and literature examination

Time	Spring 1 st year
ECTS credits	4
Registration	Korppi
Teacher, Examiner & Contact person	Harri Suominen
Department	Health Sciences

TGEA005 Health Promotion among Older People

Aim

To familiarise the student with the special issues in health promotion among older people, and how to promote different dimensions of health based on evidence-based knowledge.

Contents

Basic principles and aims of the promotion of health and functional capacity of the ageing population, the prerequisites and means to promote health and functional ability of the elderly in the society, the prerequisites and means of the elderly people to promote their own health and functional capacity.

Mode of study

Introductory lecture (4 hours), participation in seminars (16 hours) and written assignment.

Literature

The Healthy Ageing - a Challenge for Europe 2006, (226 pages).

http://www.healthyageing.nu/upload/Rome/Healthy_web.pdf

Assessment

Presentation and active participation in seminars.

Time	Autumn 1 st year
ECTS credits	3
Registration	Korppi
Teacher & Contact person	Tiina-Mari Lyyra
Department	Health Sciences

TGES001 Gerontological Research

Aim

To acquaint the student with the state of the art in ageing research:

Research strategies and research frames, bases of research methods, ethical issues, current research topics.

Contents

Epidemiological research of ageing, changes in health and functional capacity and measuring them, cross-sectional and profile study, experimental combinations, examining the changes, qualitative research in gerontology

Mode of study

Lectures (20 hours) and literature exam

Literature

Satariano WA. (2006). Epidemiology of Aging. An Ecological Approach. Sudbury: Jones and Bartlet Publishers. (424 pages) AND

Rowles, G.D., Schoenberg, N.E. (eds.) (2002). Qualitative Gerontology: A Contemporary Perspective. Springer, NY. (290 pages) AND

Bengtson, V.L., Schaie, K.W. (1999). Handbook of Theories of Aging. New York: Springer (516 pages) OR literature upon agreement with the examiner.

Assessment

Literature examination or written assignment (to be negotiated with the examiner).

Time	Spring 2 nd year
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ECTS credits	10
Teachers	Taina Rantanen, Tiina-Mari Lyyra, Anne Viljanen
Examiners	Tiina-Mari Lyyra (Santariano, Rowles & Schoenberg) Taina Rantanen (Bengtson & Schaie)
Contact person	Tiina-Mari Lyyra
Department	Health Sciences

JOINT NORDMAG STUDIES

TGEP002 Introduction to Interdisciplinary Gerontology

Aims

To familiarise the student with the basics in gerontology (definitions, concepts, research methods and dissemination of results) and to prepare the student for the further studies in the programme.

Contents

Scientific study on ageing, processes of biological, psychological and social ageing and how they affect an individual, dissemination of results obtained in gerontology.

Mode of study

Web-based course including lectures, literature, written assignment

Literature

Gerontology: Perspectives and Issues. Wilmoth J.M, Ferraro KF (Eds.) Springer Publishing Company, 2006.(363 pages)

Assessment

Written assignment

Time Autumn 1st year

ECTS credits 5

Teachers (in Jyväskylä) Taina Rantanen, Tiina-Mari Lyyra, Terttu Parkatti, Virpi Uotinen, Harri Suominen,
Anne Viljanen, Minna Mänty, Janne Sallinen

Examiner & Contact person Virpi Uotinen

Department Organised jointly with the universities of Lund and Iceland

TGES104 Intensive courses I - III (Courses II - III are only for NordMaG students)

Aim

To acquaint the student with current issues in gerontology.

Contents

Course I: Spectrum of Functioning in Ageing Process:

The intensive course will focus on changes in functional capacity and wellbeing with ageing from the point of view of prevention, rehabilitation and compensation.

Course II: Policy making and services

Course III: Environmental factors and the ageing process

Mode of Study

Lectures, group assignments, literature. (Optima e-learning environment is used as a course platform before and after the intensive period)

Time Course I: Spring 1st year in Jyväskylä,
Course II: Autumn 2nd year in Reykjavik, Iceland,
Course III: Spring 2nd year in Lund, Sweden.

ECTS credits 10 / course

Contact person Virpi Uotinen

Department

NordMaG intensive courses are planned and organised jointly by the three universities: Department of Health Sciences (University of Jyväskylä), Department of Social Work (University of Iceland), Department of Health Sciences (Lund University).

MASTER'S'S THESIS**TGES105 Master's's Thesis Seminar 1****Aim**

To familiarise the student with conducting research and choosing a topic for one's study for Master's's Thesis, to write a preliminary research plan.

Contents

Phases of research, theme and formulation of preliminary research questions, selection of scientific literature on the topic of the Thesis. This course is integrated with the course XENX009 Integrated Research Communication.

Mode of study

Seminar (20 hours)

Assessment

Active participation in seminar

Time Autumn 1st year

ECTS credits 3

Teacher & Contact person Taina Rantanen

Department Health Sciences

TGES106 Master's's Thesis Seminar 2**Aim**

To finalise the literature review and the research plan for the Master's's Thesis.

Contents

Research plan, literature review

Mode of study

Seminar. The course is integrated with XENX009 Integrated Research Communication

Assessment

Active participation in seminar

Time Spring 1st year

ECTS credits	3
Teacher & Contact person	Taina Rantanen
Department	Health Sciences

Master's's Thesis Seminar 3 and Master's's Thesis

Aim

To acquire, to analyse and to present the data, to write the results and to complete the Master's's Thesis.

Mode of Study

Independent research work, individual instruction, and seminar. A written maturity examination.

Assessment

7-point scale (approbatur – laudatur)

Time Spring 2nd year

ECTS credits Seminar (6), Master's's Thesis (24)

Teacher & Contact person Taina Rantanen

Department Health Sciences

LANGUAGE STUDIES

XENX020 Orientation to Academic Assignments

Aims

To introduce the academic skills and assignments required in the Master's's programme and for learning through English.

Contents

The scope of academic competences required when learning through a foreign language; aspects of English language needed for research writing, critical reading, presenting, and analysing existing skills in these areas; different types of academic assignments and practices. The course is integrated in the 'Introduction to Study Practices' course.

Mode of Study

The course is composed of 12 hours of contact study and an assignment. Active participation and successful completion of the assignment is required.

Assessment

Continuous assessment and self assessment. Grading: Pass/ fail.

Time Autumn 1st year

ECTS credits 1

Teachers Rebekah Rousi, Ulla-Maija Bergroth

Contact person Ulla-Maija Bergroth

Department Language Centre

XENX009 Integrated Research Communication

Aims

To provide tailored support for the thesis writing process, from the establishment of research focus to synthesising, writing and presenting a research plan at the end of the spring term.

Contents

Scientific reading strategies, note-taking and synthesising, seminar and presentation skills, academic writing conventions in the fields represented in the programme, managing information, avoiding plagiarism, intercultural differences in research writing. Qualitative and quantitative reporting; subjective and objective writing; abstract; summary; thesis writing.

Mode of study

Contact study in class (32h), as well as of individual and small group feedback sessions on assignments. All assignments including an annotated bibliography, a research plan, a literature review, and a seminar abstract and presentation are integrated with the subject studies (Master'ss Thesis Seminars I and II) and follow their requirements. Active participation and successful completion of all assignments is required. Course materials are tailored for the group and include both in-house and Internet-based materials. Optima is used for course management and learning.

Assessment

Continuous assessment, self-assessment, and peer assessment. Specific assessment criteria covering six areas (content, citation, organisation, cohesion and coherence, accuracy, and presentation) are used in evaluating the assignments. Grading: 1-5.

Time Autumn and Spring 1st year

ECTS credits 4

Teacher & Contact person Anne Räsänen

Department Language Centre

ELECTIVE STUDIES (Examples)

TGEA004 History of Gerontology

Aim

To familiarize student with the development of gerontology as a discipline.

Contents

Theory, methodology, objects of research, population aging and ethical questions related to population and individual ageing, challenges in different time periods, ageing in different cultures.

Mode of study

Introductory lecture and independent study. The course is completed by writing a coherent and logical essay (approx. 10 pages) on the basis of the literature and according to own interests. The instructor is available for the students in case of a need for guidance or feedback.

Literature

- Birren J E & Clayton V (1975). History of Gerontology. In the book: D S Woodruff & J E Birren (eds.): Aging – Scientific Perspectives and Social Issues. D van Nostrand Company, NY.
- Falkner T M & de Luce J (1992). A view from Antiquity: Greece, Rome, and Elders. In the book: Cole T R, Van Tassel D, Kastenbaum R (eds.) Handbook of Humanities and Ageing. Springer, NY.
- Hendricks J & Achenbaum A (1999). Historical Development of Theories of Aging. In the book: Bengtson V L & Schaie W (eds.): Handbook of Theories of Aging. Springer, NY.
- Kiefer C W (1992).

Aging in Eastern Cultures: A historical overview. In the book: Cole T R, Van Tassel D & Kastenbaum R (eds.): Handbook of Humanities and Aging. Springer, NY.
 Troyansky D G (1992). The older person in western world: from the Middle Ages to the Industrial Revolution. In the book: Cole T R, Van Tassel D & Kastenbaum R (eds.): Handbook of Humanities and Aging. Springer, NY.

OR literature upon the agreement with the examiner

Assessment

An essay on the basis of the literature

Time Autumn 1st year or to be agreed with the instructor

ECTS credits 2

Teacher & Contact person Terttu Parkatti

Department Health Sciences

TGES002 Special Issues in Gerontology

Aim

To familiarise the student with specific issues in gerontology and geriatrics.

Contents

Psychological and psychosocial aspects of aging and health, issues related with health promotion in old age, lifestyle, living environment and health, ageing processes, and factors affecting these processes.

Mode of study

Independent study of the literature packages. The literature package exams can only be taken as whole; individual books cannot be passed separately.

Literature packages

Psychosocial issues:

Aldwin C, Park C, Spiro A (eds.) Handbook of Health Psychology and Aging, (450 pages), 2007. Guilford Press.

Schaie K. W. & Willis, S.L. (2002). Adult Development and Aging. Upper Saddle River NJ: Prentice Halls (616 pages).

Health promotion:

Poon LW, Gueldner SH, Sprouse BM (2003). Successful Aging and Adaptation with Chronic Diseases, Springer Publishing, (272 pages).

Taylor A.W., Johnson, M.J. (2008). Physiology of Exercise and Healthy Aging, Human Kinetics Publishers (304 pages).

Wahl H-W, Brenner H, Mollenkopf H, et al: (2006). The Many Faces of Health, Competence and Well-Being in Old Age: Integrating Epidemiological, Psychological and Social Perspectives, Springer Publishing (267 pages)

Gerotechnology:

Burdick D.C. & Kwon S. (2004). Gerotechnology. Research and Practice in Technology and Aging. Springer Publishing (288 pages)

OR other literature upon agreement with the examiner.

Assessment

Literature examination or written assignment (to be negotiated with the examiner)

Time 1st or 2nd year

ECTS credits 4-10 depending on the number of books studied

Examiners Tiina-Mari Lyyra (Aldwin), Terttu Parkatti (Schaie & Willis, Wahl et al.)
Harri Suominen (Taylor), Anne Viljanen (Burdick & Kwon, Poon et al.)

Contact person Tiina-Mari Lyyra

Department Health Sciences

KTEY008 Basics of Epidemiology

Aim

To get acquainted with the epidemiological research concepts, methods and practice.

Contents

Epidemiology and its framework, Main epidemiological concepts, Research frame and methods, Epidemiological research of the most common national diseases and functional capacity

Mode of study

Lectures (10 hours)

Literature

Friedman G.D, (2004). Primer of epidemiology, 5th Edition. The McGraw-Hill Companies (401 pages).

Assessment

Participation in lectures and examination of lecture material and literature.

Time Autumn 1st year

ECTS credits 3

Registration Korppi

Teacher Taina Rantanen

**Examiner &
Contact person** Anne Viljanen

Department Health Sciences

TGES006 Nutrition in old age

Aim

To become aware of the basics of nutrition in old age.

Contents

Nutritional assessment, physiological changes related to the nutrition, diet in older people, nutritional recommendations and nutritional support.

Mode of study

Virtual course including learning assignments and web conversations.

Literature

Nutrition and Nutritional Care of Elderly People in Finnish Nursing Homes and Hospitals. Merja Suominen, Academic Dissertation 2007
(<https://oa.doria.fi/bitstream/handle/10024/28176/nutritio.pdf?sequence=1>)

Assessment

Pass / Fail

Time	Spring 1 st year
ECTS credits	2
Teacher & Contact person	Janne Sallinen
Department	Health Sciences

Curriculum of Bachelor's programme with gerontology as an orientation at Stockholm University

Curriculum of the Study Programme in Social work for the care of elderly and disabled persons at Stockholm University

SUF120 Samhällsvetenskap och juridik I, GN, 60 hp

Termin 1

SJIN Introduktion till socialt arbete, 7 hp

SJPS Psykologi, 6 hp

SJSP Socialpsykologi, 3 hp

SJSO Sociologi, 6 hp

SJJ1 Juridik, 7 hp

PFT1 Professionsspecifika färdigheter, 1 hp

Termin 2

SJÄL Äldre och funktionshindrade i samhället, 7 hp

SJVÄ Vårldsfärdsstaten - en socialpolitisk introduktion, 7 hp

SJJ2 Juridik i socialt arbete, 15 hp

PFT2 Professionsspecifika färdigheter, 1 hp

SUF300 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade I, GN, 30 hp

1ÅL Åldrande och funktionshinder, 7 hp

S1FO Forskningsmetoder, 14 hp

S1FÄ Fältstudier, 8 hp

PFT3 Professionsspecifika färdigheter, 1 hp

SUF450 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade II, GN, 60 hp

Termin 4

S2LI Livslopp och utsatthet, 10 hp

S2SF Socialt arbete för personer med funktionsnedsättning, 7 hp

S2SÄ Socialt arbete för äldre, 7 hp

S2UT Utredningsmetodik, 6 hp

PFT4 Professionsspecifika färdigheter, 1 hp

Gamla 4

G3ÅL Åldrandet - sociala, psykologiska och medicinska perspektiv

G3FU Funktionshinder och handikapp

G3UT Social utredning, handläggning och dokumentation

PFT3 Professionsspecifika färdigheter

G4PR Handledd studiepraktik

G4FO Forsknings- och utvärderingsmetoder

PFT4 Professionsspecifika färdigheter

Termin 5

S2PR Handledd studiepraktik, 21 hp
 S2AT Att leda socialt arbete, 7 hp
 PFT5 Professionsspecifika färdigheter, 1 hp

SUF600 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade III, GN, 30 hp

S3FO Forskningsmetod och fördjupningsseminarier
 S3UP Uppsats
 PFT6 Professionsspecifika färdigheter

Kurser/prov på avancerad nivå, 30 hp

F5ÄF Socialt arbete för äldre och funktionshindrade
 F5OL Organisation och ledarskap
 PFT5 Professionsspecifika färdigheter
 F6AR Arbetsrätt
 F6EK Ekonomi
 F6PR Handledd studiepraktik
 PFT6 Professionsspecifika färdigheter

SUF120 Samhällsvetenskap och juridik I, GN, 60 hp**Termin 1**

SJIN Introduktion till socialt arbete, 7 hp
 SJPS Psykologi, 6 hp
 SJSP Socialpsykologi, 3 hp
 SJSO Sociologi, 6 hp
 SJJ1 Juridik, 7 hp
 PFT1 Professionsspecifika färdigheter, 1 hp

Termin 2

SJÄL Äldre och funktionshindrade i samhället, 7 hp
 SJVÄ Välfärdsstaten - en socialpolitisk introduktion, 7 hp
 SJJ2 Juridik i socialt arbete, 15 hp
 PFT2 Professionsspecifika färdigheter, 1 hp

SUF300 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade I, GN, 30 hp

1ÅL Åldrande och funktionshinder, 7 hp
 S1FO Forskningsmetoder, 14 hp
 S1FÄ Fältstudier, 8 hp
 PFT3 Professionsspecifika färdigheter, 1 hp

SUF450 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade II, GN, 60 hp**Termin 4**

S2LI Livslopp och utsatthet, 10 hp
S2SF Socialt arbete för personer med funktionsnedsättning, 7 hp
S2SÅ Socialt arbete för äldre, 7 hp
S2UT Utredningsmetodik, 6 hp
PFT4 Professionsspecifika färdigheter, 1 hp

Gamla 4

G3ÅL Åldrandet - sociala, psykologiska och medicinska perspektiv
G3FU Funktionshinder och handikapp
G3UT Social utredning, handläggning och dokumentation
PFT3 Professionsspecifika färdigheter
G4PR Handledd studiepraktik
G4FO Forsknings- och utvärderingsmetoder
PFT4 Professionsspecifika färdigheter

Termin 5

S2PR Handledd studiepraktik, 21 hp
S2AT Att leda socialt arbete, 7 hp
PFT5 Professionsspecifika färdigheter, 1 hp

SUF600 Socialt arbete med inriktning mot omsorg om äldre och funktionshindrade III, GN, 30 hp

S3FO Forskningsmetod och fördjupningsseminarier
S3UP Uppsats
PFT6 Professionsspecifika färdigheter

Kurser/prov på avancerad nivå, 30 hp

F5ÄF Socialt arbete för äldre och funktionshindrade
F5OL Organisation och ledarskap
PFT5 Professionsspecifika färdigheter
F6AR Arbetsrätt
F6EK Ekonomi
F6PR Handledd studiepraktik
PFT6 Professionsspecifika färdigheter

APPENDIX 6

Curriculum of post-vocational programme in gerontology at the University of Stavanger**1. Aldring og eldre menneskers livsvilkår 12 studiepoeng**

1A: Normal aldring (6 studiepoeng)

1B: Aldring i sosiologisk, demografisk og kulturelt perspektiv (6 studiepoeng)

2. Sykdom, funksjonssvikt og mestring i eldre år 18 studiepoeng

2A: Somatiske sykdommer relatert til høy alder

2B: Alderspsykiatri og aldersdemens

2C: Mestring, sorg- og tapsreaksjoner i alderdommen

3. Organisering og utøvelse av helse- og sosialtjenester til eldre mennesker 30 studiepoeng

3A: Organisering av helse- og sosialtjenestene (6 studiepoeng)

3B: Yrkesutøvelse og arbeidsmåter (9 studiep. + fordypningstema 9 studiep.)*

3C: Kvalitetsutvikling (6 studiepoeng)

*** Høgskolen velger ett eller flere fordypningstema på 9 studiepoeng slik det er skissert i 3B "Yrkesutøvelse og arbeidsmåter".**

APPENDIX 7

Curriculum of post-vocational programme with gerontology as an orientation at Mid Sweden University***Elderly Care Specialist Nursing Programme, 60 Higher Education Credits***

Omvårdnad AV, Omvårdnad med fokus på det goda åldrandet, 7,5 hp

Omvårdnad AV, Specifik omvårdnad med inriktning mot äldre, 7,5 hp

Omvårdnad AV, Värdighet och livskvalitet i åldrandet, 7,5 hp

Omvårdnad AV, Organisation, ledning och utveckling av omvårdnadsarbetet, 7,5 hp

Omvårdnad AV, Palliativ omvårdnad, 7,5 hp

Valbar kurs inom vård av äldre, 7,5 hp

Omvårdnad AV, Examensarbete, 15 hp

APPENDIX 8.

Table 15 Distribution of education in gerontology in the Nordic other higher education institutions.

COUNTRY					Module	Integrated
Institution/department/	MS/(S)	Mag/(S)	BSc/(S)	Post-voc	/course	Course
DENMARK						
Metropolitan UC				X	1*, X (P)	X
UC Copenhagen					X	
UC Lillebaelt					1	
<i>Dept of Ongoing & Further Education</i>				X		
<i>UC of Northern Denmark</i>						
<i>Dept of Further & Post-Grad Training & Education</i>				X		
UC Sealand						X
UC South						
<i>Continuing education</i>				X		
School of Nursing Science					1 (P)	X
VIA UC					1	
<i>Division of Continuing Education</i>				X (2)		
FINLAND						
Arcada			X		3*	X
Central Ostrobothnia UAS					1,5	X
Diaconia UAS			(S)		1*, 4	X
Åland UAS					2, X* (P)	X
HAMK UAS					2*	
					1*, 2,	
Jyväskylä UAS			(S)		4, X* (P)	X
Kajaani UAS					1,5	
Kemi-Tornio UAS			(S)		3, X* (P)	X
Kymenlaakso UAS			X		1*, 4 (P)	X
Lahti UAS					1	X
Laurea UAS			(S)		5	X
Metropolia UAS			X		X*	X
Mikkeli UAS					1* 2, 3	
Novia			(S)		1*	X
Pirkanmaa UAS			(S)		1*, 2	
Satakunta UAS			(S)		X*, 4 (P)	X
Savonia UAS			(S)		X*	X
Seinäjoki UAS			X			
Turku UAS					1 (P)	X
Vaasa UAS					X	X
NORWAY						
Akershus UC					3	
Betanien Deaconal UC						
<i>Dept of Postgraduate Studies</i>				X	2* (P), X	X
Diakonhjemmet UC						
<i>Dept of Continuing Education</i>				X	2	
Bergen UC					3	
Bodø UC						
<i>School of Professional Studies</i>				X		
Buskerud UC	X					X
Finnmark UC				X	1, X	X
Gjøvik UC				X		
Harstad UC				X	(P)	X
Lovisenberg Diaconal UC				X		

COUNTRY					Module	Integrated
Institution/department/	MS/(S)	Mag/(S)	BSc/(S)	Post-voc	/course	Course
NORWAY						
Molde UC	X (S)			X		X
Narvik UC					2*	
<i>Nord-Trøndelag UC</i>				X		
Oslo UC	X (S)				1*, 2, X	
<i>Sogn og Fjordane UC</i>					2 P	
<i>Sør-Trøndelag UC</i>				X		
Telemark UC				X		
Østfold UC					X	
Tromsø UC					X	X
Vestfold UC				X		
Volda UC					X	
SWEDEN						
Blekinge Institution of Technology					X	
<i>Ernsta Sköndal UC</i>			(S)	X		
<i>Högskolan Dalarna</i>				X		
Jönköping University	X	X	X	X	X* (P)	
<i>Kristianstad UC</i>			(S)	X		
<i>Malmö University</i>			(S) 2	X		
Mälardalen University					2*	X
<i>Sophiahemmet UC</i>				X		
<i>University of Gävle</i>			(S)	X		
University of Skövde						
School of Life Sci		X (S)			X*	X
University West				X	1	

Note: a) All the institutions in the table indicate to Depts in of health care and social services, exceptions presented in the table

b) *italic font*; information mapped via Internet-based data collection

c) MS; Master's degree programme, (S); Master's programme with specialization in gerontology

Mag; Magister's degree programme, (S); Magister's programme with specialization in gerontology

BSc; Bachelor's degree programme, (S); Bachelor's programme with specialization in gerontology

Post-voc; Post-vocational programme (60 ECTS)

d) Column of Module/Course: X; course or module with no information on number of ECTS, 1; module/course with 1-9 ECTS, 2; module/course with 10-19 ECTS, 3; module/course with 20-29 ECTS, 4; module/course with 30-39 ECTS, 5; module/course with 40≥ ECTS, *; number of modules/courses 1>, (P); some module/course provided as post-vocational study

APPENDIX 9

Curriculum of Master's degree programme in gerontology at Jönköping University**Kurser 1-60 hp**

Vetenskapsteori och vetenskaplig metod 15 hp

Fördjupning gerontologi 7,5 hp

Åldrande och hälsa 7,5 hp

Åldrande i ett livsloppsperspektiv 7,5 hp

Geriatrisk vård och omsorg 7,5 hp

alt Teamsamverkan i en föränderlig organisation 7,5 hp

Gerontologi examensarbete 15 hp

Kurser 61-120 hp

Kurser i ledarskap och förnyelsearbete 37,5 hp

Aging in the Nordic countries 7,5 hp

Gerontologi examensarbete II 15 hp

Curriculum of Magister's programme with gerontology as an orientation at the University of Skövde

Health and Care of the Elderly

Följande kurser ingår i programmet

Vetenskaplig teori och metod (A), Avancerad nivå, 10 hp*

Bedömning av omsorgsbehov utifrån ett kommunikativt perspektiv, Avancerad nivå, 7.5 hp

Äldres hälsa och välbefinnande, Avancerad nivå, 10 hp

Äldres vård och omsorg på livsvärldsteoretisk grund, Avancerad nivå, 10 hp

Examensarbete i omvårdnad med inriktning mot äldres hälsa och omvårdnad, Avancerad nivå, 15 hp

Valbar kurs 7.5 hp

Valbara kurser

Vetenskaplig teori och metod, Avancerad nivå, 10 hp

Den åldrande kroppen C, 7.5 hp

Mat som näring för äldre 2 C, 7.5 hp

Kvalitativa metoder i vårdforskning, Avancerad nivå, 7.5 hp *

Äldre och läkemedel, 7.5 hp

Profilkurs inom ledarskap (ges av Hälsohögskolan i Jönköping) *

APPENDIX 11

Curriculum of undergraduate-level programme with gerontology as an orientation at Malmö University**Programme in Educational Work with Elderly***Termin 1*

Teorier och perspektiv i arbete med äldre, 30 hp AP111A

Termin 2

Äldres livsvillkor, 30 hp AP211A

Termin 3

Äldres hälsa, 30 hp AP311A

Termin 4

Pedagogiskt arbete med äldre, 30 hp AP411A

Curriculum of post-vocational programme in gerontology at the University College South**Tværfaglig diplomuddannelse i ældrearbejde.**

Uddannelsen består af 6 moduler, hvoraf de 3 første er obligatoriske:

Obl. modul: Ældres hverdagsliv i et tværfagligt perspektiv

Obl. modul: Videndannelse om ældre

Obl. modul: Rammer og forudsætninger for ældres livskvalitet og sundhed

Valgmodul: Implementering af teori og metode i arbejdet med ældre

Valgmodul: Det aktive ældreliv

Valgmodul: Mødet med ældre indvandrere og flygtninge

Valgmodul: Livshistorie og overgange i ældres liv

Valgmodul: Ældres liv i forskellige boformer

Afgangsprojekt

APPENDIX 13

Curriculum of post-vocational programme with gerontology as an orientation at Malmö University**Nursing specialization programme: elderly care**

Kurs 1. Gerontologi, 7 hp

Kurs 2. Etik och kommunikation i arbete med närstående och äldre, 8 hp

Kurs 3. Geriatrisk och psykiogeriatrisk omvårdnad i ett mångkulturellt samhälle, 15 hp (inkl verksamhetsförlagd utbildning, 3 hp)

Kurs 4. Valbar kurs (studenten väljer en av nedanstående kurser):

Neurologi och neurologisk omvårdnad, 8 hp

Palliativ vård, 8 hp

Sexualitet och äldre, 8 hp.

Kurs 5. Pedagogiska interventioner inom vård av äldre, 7 hp

Kurs 6a. Examensarbete i geriatrisk omvårdnad, 15 hp

alternativt

Kurs 6b. Fördjupningskurs i geriatrisk omvårdnad, 15 hp (inkl Ledarskap och organisation med inriktning mot människobehandlande organisationer, 8 hp, och examensarbete, 7 hp, eller verksamhetsförlagd utbildning, 8 hp, och examensarbete, 7 hp)

Förkunskapskrav för respektive kurs framgår av kursplan.