

*Review Article***An in-depth examination of geriatric nursing master's programs: A comparative analysis between Iran and Canada**Maedeh Sadeghigolafshani <sup>a, b \*</sup> 

a. Faculty of Medical Sciences, Tarbiat Modares University, Tehran, Iran

b. Razi Hospital, Mazandaran University of Medical Sciences, Ghaemshahr, Iran

\*Corresponding author(s): Maedeh Sadeghigolafshani (PhD)

Faculty of Medical Sciences, Tarbiat Modares University, Tehran, Iran.

Razi Hospital, Mazandaran University of Medical Sciences, Ghaemshahr, Iran.

Email: [ermiamaghsodloo@gmail.com](mailto:ermiamaghsodloo@gmail.com)This is an open access article under the terms of the [Creative Commons Attribution-NonCommercial 4.0 License](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC 4.0).

© 2023 The Author(s).

**Abstract**

This study was undertaken with the explicit objective of comparing the educational curriculum of the Master's program in Geriatrics in Iran with that of the Alberta Nursing School in Canada. This comparative descriptive study employed George F. Bradley's 4-step method, involving the stages of description and proximity analysis. Data were sourced from internal databases, including Magiran and Scientific Information Database, supplemented by external databases such as Google Scholar, PubMed, and Scopus. The geriatric nursing master's program in Alberta is characterized by a longer duration and a more established history. The delineation of roles for graduates in this context is more specific compared to the situation in Iran. The admission criteria in Alberta are more stringent, emphasizing the quality of candidates through a comprehensive evaluation of general and professional factors. Conversely, the admission process for nursing master's students in Iran considers a broader set of criteria. Furthermore, a substantial disparity exists between the course topics in Iran and the pressing societal and clinical needs. The inadequacy of clinical space and the scarcity of experienced professors emerge as significant challenges within the training program in Iran. The formulation of the curriculum for the geriatric nursing master's program should adhere to a systematic and comprehensive framework that aligns with societal needs. Graduates of the program should possess a well-defined professional position within the healthcare landscape. The educational process should involve the utilization of accomplished professors and a dynamic clinical environment to effectively train students.

**Keywords:** Educational Program, Geriatric, Nursing, Nursing Students, Iran, Canada.**1 | Introduction**

The process of aging is universally recognized as an inherent aspect of the human life cycle [1]. In contemporary times, the global incidence of old age has escalated in tandem with scientific advancements [2]. Projections indicate a substantial increase in the worldwide elderly population, reaching 1.5 billion by 2025 and surpassing 2 billion by 2050 (2). In Iran, the demographic aged 60 and above is anticipated to comprise around 10 million individuals by 2020 and exceed 26 million by 2050 [3]. The World Health Organization's report underscores a corresponding rise in the elderly population in Iran, attributed to an augmentation in the life expectancy index [4, 5].

Anticipating the impending challenges associated with an aging demographic, a lack of preparedness may lead to adverse consequences [6]. Consequently, education emerges as a pivotal strategy to address the multifaceted phenomenon of aging [7]. Educational programs, particularly those focusing on nursing during old age, stand out as instrumental in empowering and enhancing the quality of life for the elderly [8, 9].

By the World Health Organization's definition, geriatric nursing is characterized as the provision of specialized nursing care services to the elderly within a multidisciplinary health team in diverse clinical contexts [10]. This specialization involves a me-

ticulous examination of the specific needs of the elderly population, aiming to design and implement nursing care to meet health requirements while assessing the efficacy of interventions to enhance the health of the elderly and their families [11]. Given the pivotal role of nurses in elderly care [12], it is regrettable that nursing education programs often fall short of adequately addressing the intricacies of elderly care [13].

In response to this gap, the geriatric nursing master's program was introduced, with the primary objective of scrutinizing the needs of the elderly and contributing to the enhancement of their quality of life [14]. The development of this program in Iran was tailored to align with the country's demographic shifts [15]. Recognizing the comprehensive nature of the educational system and its role as a sociopolitical, economic, and cultural tool, educational programs should be meticulously designed to meet societal needs [16]. The geriatric nursing master's program received approval as a specialized training course from the Supreme Planning Council of Medical Sciences in 2010 and commenced operations in 2011 with the admission of the inaugural student cohort [17].

Given the pivotal role of comparative studies in identifying curricular strengths and weaknesses, especially in nursing education, the examination of educational experiences from other countries becomes imperative [16]. Drawing upon comparative studies, Ghaffari et al., (2016) highlighted the emphasis on clinical and preventive issues in both Iranian and American geriatric master's programs, yet discerned clearer job opportunities in the United States [15]. Valizadeh et al., (2016) observed distinct goals and missions in the geriatric nursing master's courses in Iran and the United States, with the latter possessing more suitable training and clinical fields [7]. In the Iranian nursing master's program, Hasani Narenjbaghi et al., (2017) noted a lack of attention to the cultural differences within society [18]. Aghaei et al., (2018) underscored the emphasis on online education and electronic health development in Canada's educational program, an aspect notably absent in Iran's educational content [16].

Considering the aforementioned studies and acknowledging Canada's rich educational history, this study aims to compare the educational programs of the geriatric nursing master's course in Iran with the University of Alberta, Canada. The University of Alberta, as one of Canada's five distinguished universities and part of the global top 150 universities, particularly stands out with its Alberta School of Nursing, a pioneering institution in undergraduate nursing education in Western Canada [19].

## **2 | Methods**

### **2.1 | Study design and subjects**

The present review, undertaken in the 2022, adopts a comparative descriptive approach. Comparative analysis involves juxtaposing two or more phenomena, subjecting them to scrutiny to discern their differences and similarities [16]. A frequently employed model for such investigations is the Brady et al. model [20]. In the realm of comparative studies, Brady's model comprises four key stages: description, interpretation, contiguity, and comparison. The description phase involves the collection of pertinent information. Subsequently, in the interpretation stage, the amassed information undergoes analytical scrutiny. The contiguity stage entails a simultaneous examination of multiple systems to establish a comparative framework. Finally, in the comparison stage, the identification of the issue is followed by a comprehensive assessment and comparison of all factors about the education system of the respective countries [19, 21].

### **2.2 | Data collection**

During the description phase, the investigator initially scrutinized the titles pertinent to the field by referencing the approved title of Iran's geriatric nursing master's program and accessing the website of Alberta Nursing School, Canada. Additionally, a comprehensive collection of information was facilitated through the perusal of published articles in both internal databases (Magiran and Scientific Information Database) and external databases (Google Scholar, PubMed, and Scopus), utilizing Farsi and English keywords such as educational program, master's degree in geriatric nursing, nursing education system, Canada, and Alberta. In the interpretation stage, all gathered information concerning the historical background, course structure, philosophical underpinnings, mission, vision, overarching goals of the educational program, entry prerequisites, roles of students, post-graduation professional duties, course organization, educational strategies, and evaluation methods was systematically categorized and analyzed. Subsequently, a synthesis of the amassed data was performed to delineate differences and commonalities, thereby constructing a comprehensive framework. In a subsequent analytical step, the identified similarities and differences were scrutinized, compared, and interpreted to address the research inquiries.

## **3 | Results**

### **3.1 | Participants' characteristics**

The findings of this study are presented in five distinct tables, each focusing on various elements of the curriculum, including

the definition, historical background, course objectives, admission criteria, and course structure. Noteworthy temporal distinctions were observed between the geriatric nursing master's program in Iran, which has been established for approximately a decade, and the counterpart at the Alberta School of Nursing, boasting a nearly two-decade existence. An essential disparity lies in the program structure, where Iran's geriatric nursing master's program is singularly educational, while the University of Alberta offers two tracks, categorized as course-based and thesis-based. Furthermore, there is a quantitative discrepancy in clinical units, with the Iranian program exhibiting fewer clinical units than its Alberta counterpart. The overarching goal of the Iranian program is more generalized, whereas the University of Alberta's emphasis is on the specific goal of aiding families and patients in maintaining health (Table 1). An examination of the philosophy, mission, and vision of the respective programs reveals a greater level of specificity in Alberta, Canada, with a particular emphasis on globalization and cultural differences. In contrast, the Iranian program manifests a more general orientation (Table 2). The professional roles of students in the geriatric nursing master's curriculum exhibit distinct characteristics. In Iran, the roles are less defined, whereas in Alberta, and Canada, the curriculum's nature allows for more specific roles and positions (Table 3). Admission processes diverge between Iranian universities, which rely on entrance exams or exceptional talent, and Alberta College, where selection is based on interviews and a meticulous evaluation of applicants. In Alberta, significance is attributed to the quality of students, considering language proficiency, grade point average, and clinical experience as pivotal criteria for admitting nursing master's students (Table 4). Tuition fees also differ, with Alberta School of Nursing implementing private fees, while Iranian institutions accommodate both public and private sectors (Table 5). Teaching methodologies present variations, as Iranian instruction follows a traditional teacher-student paradigm, while Alberta adopts a problem-oriented approach. Notably, the absence of a dedicated internship environment in Iran's geriatric nursing master's program, coupled with the lack of specialized wards for the elderly in hospitals, leads students to seek elderly individuals in public spaces for practical experiences (Table 6). Lastly, the content of the geriatric nursing curriculum in Iran is characterized as general and inflexible, whereas in Alberta, the curriculum allows for specialization based on students' interests (Table 7).

## 4 | Discussion

The primary objective of the present study was to undertake a comparative assessment of the master's degree curriculum in geriatric nursing within the educational systems of Iran and the Alberta School of Nursing in Canada. Notably, the Alberta School of Nursing exhibits a more clearly defined and community-tailored purpose, potentially attributed to the extended historical trajectory of the geriatric nursing master's program at the University of Alberta [19]. Given that the fundamental goal of any curriculum is to prepare learners for both personal and professional engagement within society, it is imperative for such programs to undergo periodic reviews and modifications aligned with the evolving health needs of the community, as highlighted in previous research [17]. This necessitates a comprehensive evaluation every few years, considering the dynamic changes in the demographic structure of the respective countries. One advantageous aspect of Iran's geriatrics master's program, in contrast to Alberta, is the inclusion of workshops addressing fundamental aspects such as principles of patient communication, clinical governance, patient safety, evidence-based nursing, promotion of health services, and infection control. These workshops contribute to a holistic educational approach, enhancing the skill set and knowledge base of learners in geriatric nursing.

The philosophy, mission, and vision delineated in the geriatric program at the Alberta School of Nursing exhibit a more focused and specialized orientation. Consequently, adherence to ethical and humanitarian principles, coupled with a commitment to supporting the elderly and their families while emphasizing societal needs, constitutes integral components of the values and beliefs inherent in every curriculum [7]. The presence of a distinct philosophy and perspective within each academic discipline underscores the influence of these ideological foundations on the formulation of policies within the respective field [22].

The roles and positions of the Master of Geriatric Nursing students in the Alberta School of Nursing are more specific. But there is no specific position in Iran. Some graduates work as lecturers in colleges after completing several educational units. However, in the program of the Alberta School of Nursing, graduates can work in the clinical environment based on their degree and expertise [19]. However, in Iran, there is no employment line for the graduates of this field in the academic and clinical departments [23].

**Table 1.** Comparison of course definition, history, and purpose in two universities of Iran and Alberta College of Nursing, Canada.

<b>Iran</b>	<p>The Master's program in Geriatric Nursing spans four semesters over two years. The curriculum is structured as follows: In the initial semester, students undertake eight theoretical units alongside two internship units. The subsequent semester consists of five theoretical units and 2.5 internship units. Moving to the third semester, participants engage in 4.5 theoretical units and four internship units. The final semester focuses on six internship units and four thesis units. Additionally, two compensatory courses, encompassing one unit of medical information and three units of advanced research methods, must be completed.</p> <p>Mandatory training workshops are aligned with the thematic focus of the field, covering communication skills, clinical governance, evidence-based practices, infection control, patient safety, and health services. The hours dedicated to field internships are coordinated with the student's presence at the bedside.</p> <p>Historically, the Geriatric Nursing Master's program in Iran received approval from the Development Council of the Ministry of Health in 2009. Its inception dates back to the academic year 1990-1991, initially offered in five universities: Kashan, Tehran, Shiraz, Isfahan, and Welfare and Rehabilitation. Currently, the program is delivered in 20 academic institutions across the country. A revision was conducted in the 2021.</p> <p>The overarching purpose of the program is to equip individuals with the capabilities to provide health, care, educational, research, consulting, and management services as integral members of the healthcare team. Graduates are expected to demonstrate proficiency and skills in delivering specialized nursing care, with the primary goal of preserving, enhancing, and restoring the comprehensive health of the elderly across physical, mental, and social dimensions. Furthermore, graduates are tasked with preventing the onset of senility syndromes, considering the individual needs of the elderly in the realms of physical, psychological, social, cultural, and spiritual aspects. This involves implementing measures to enhance the quality of health care, treatment, and specialized rehabilitation for the elderly, thereby contributing to the promotion of healthy and active aging.</p>
<b>Canada</b>	<p>The curriculum design encompasses meticulous course planning for the Master's program in Nursing, a structure in place since 2007. This program delineates two distinct tracks, with the general nursing master's degree extending to a maximum study period of six years, while the thesis-oriented master's degree is completed within a four-year timeframe. Notably, the nursing master's degree adheres to the clinical master's degree framework, comprising eight specialized trends. Among these trends, the Master's in Geriatric Nursing stands as a prominent focus.</p> <p>The University of Alberta, boasting a student body of approximately 39,000, including over 8,000 graduate students and more than 7,500 international students, holds a distinguished status both within Canada, being one of the five notable universities, and globally, ranking among the top 100 universities worldwide. The nursing faculty at this esteemed institution has garnered a commendable reputation, serving as a trailblazer in nursing education. Pioneering advanced education at the master's level, the University of Alberta initiated the Master of Nursing program in 1975, subsequently revising it in 2007 to ensure graduates are well-prepared for elevated roles in the field.</p> <p>The primary objective of the Master's program in Nursing is to equip graduates with profound knowledge in advancing nursing practice. This involves cultivating skills in collaborative thinking, critical analysis, and the execution of duties with scientific integrity. Graduates are expected to excel in facilitating the learning process and actively engaging in endeavors that influence health and health policies. The program emphasizes an in-depth understanding of the professional dynamics of nursing about social, political, economic, and historical forces. Ultimately, the curriculum aims to foster graduates who can adeptly navigate and contribute to the multifaceted landscape of nursing practice.</p>

**Table 2.** Comparison of the definition of values and beliefs, mission and vision of two Iranian universities and the Canadian Alberta School of Nursing.

<b>Iran</b>	<p><b>Values and Beliefs:</b> The core principles guiding the Geriatric Nursing and Health Department revolve around the principles of dignity, justice, spiritual health, and professional ethics. A paramount emphasis is placed on the priority of preventive measures within the ethical framework of nursing services.</p> <p><b>Mission:</b> The mission of the Geriatric Nursing and Health Department is to cultivate knowledgeable, dedicated, expert, and efficient human resources. Through the acquisition of professional experience and skills, coupled with contemporary knowledge, the department aims to produce individuals capable of meeting the highest standards in health, care, and rehabilitation. The overarching goal is to contribute to the enhancement of societal health, with a specific focus on family care. The department is committed to training specialized professionals who can address the comprehensive needs of the elderly across physical, mental, social, spiritual, economic, managerial, educational, and research dimensions. This is aimed at elevating the quality of services and health outcomes, empowering graduates to provide effective and beneficial expert services within the community.</p> <p><b>Vision:</b> Over the next decade, the Geriatric Nursing and Health Department aspires to be a trailblazer in geriatric health education. By employing innovative educational methodologies and providing advanced training at the master's level, the department aims to lead in the development of educated and efficient human resources in the field of geriatric health within the country. The vision extends to achieving excellence among specialized forces and delivering high-quality education to graduates in related fields. Ultimately, the department seeks to play a significant role in supplying the specialized workforce required by the country in the domains of service provision, planning, and elderly care.</p>
<b>Canada</b>	<p><b>Values and Beliefs:</b> Our unwavering commitment lies in attaining international leadership in both research and education within the field.</p> <p><b>Mission:</b> The central objective is the education of exemplary nurses, fostering intellectual advancement and transformation to enhance health promotion through the nursing discipline.</p> <p><b>Vision:</b> Envisioned is the fulfillment of global societal health needs in the context of a multicultural and interconnected world.</p>

**Table 3.** Comparison of the role of professional tasks and expected competence of graduates in Iran and Canada.

<b>Iran</b>	Supportive care, prevention, and health promotion, advisory training, research, diagnosis, managerial role, and health planning
<b>Canada</b>	Management and leadership, research activities, professional guidance, information, and implementation of professional performance standards.

**Table 4.** Comparison of conditions and methods of student admission in Iran and Canada.

<b>Iran</b>	<p>Admission to the non-continuous master's entrance examination administered by the Ministry of Health is a requisite for graduates holding nursing bachelor's degrees from both public and private institutions abroad, provided that such degrees are sanctioned by the Ministry of Health. Admission to this program involves successful completion of a written examination and attainment of the stipulated qualifying score.</p> <p>Prospective candidates for the master's degree in geriatric nursing must fulfill mandatory criteria about both mental and physical health conditions.</p> <p>Exceptionally gifted students may gain entry into this program without undergoing an examination, contingent upon their academic achievements, as evaluated through the assessment of medical education.</p>
<b>Canada</b>	<p>Eligibility for admission to the program requires possession of a bachelor's degree in nursing, a proficient command of the English language, a minimum of one year of clinical work experience, and the submission of an educational and research resume. Admission is determined through an interview process and examination of relevant documents.</p> <p>A prerequisite for admission is an average grade of 3 out of 4 in the master's degree, or an equivalent average based on 60 course units over the last two years.</p> <p>Candidates with more than six years of completion in their research method statistics course must complete six units as a prerequisite.</p> <p>Prospective students expressing interest in specialized courses must demonstrate 4500 hours of relevant work experience by providing a work permit aligned with educational programs. Additionally, a high score in the status review course of the undergraduate nursing program is required. Before commencing the specialized course, applicants must undergo a test in the status review course.</p> <p>For applicants whose first language is not English, a TOEFL score exceeding 90 is mandatory.</p> <p>Submission of two letters of recommendation from undergraduate professors and one letter of recommendation from a clinical expert is a prerequisite for application.</p> <p>Possession of an RN degree is mandatory. Nurses lacking an RN degree are limited to roles in teaching, management, and leadership within the field.</p>

**Table 5.** Comparison of course costs in Iran and Canada.

<b>Iran</b>	<p><b>Government:</b> Tuition fees are waived for Iranian students.</p> <p><b>International:</b> Iranian students are subject to tuition fees, and non-Iranian students are also required to pay tuition fees.</p>
<b>Canada</b>	All candidates are obligated to remit a fee, the amount of which is contingent upon the nature of the thesis, specialized course, or courses undertaken.

**Table 6.** Comparison of teaching and learning methods and educational strategies in Iran and Canada.

<b>Iran</b>	Classroom instruction predominantly follows a teacher-student dynamic, employing teaching methods such as lectures, slide presentations, group discussions, and conferences. The majority of courses are conducted by professors specializing in surgery and geriatrics. Internship experiences are situated within the general departments of hospitals and community settings.
<b>Canada</b>	Within the Canadian context, the educational approach exhibits a greater emphasis on inclusivity. Pedagogical methods are founded on simulation, virtual education, and health technologies. Clinical training transpires within dedicated departments specializing in geriatrics, as well as in rehabilitation and recreation centers tailored for the elderly.

The duration of study at the University of Alberta surpasses that of Iran, with research suggesting that an extended educational period correlates with enhanced and more profound comprehension of the curriculum [22]. The comparatively brief duration of study in Iran raises concerns about the potential limitation of achieving deep learning experiences [17]. Admission criteria at Alberta College are rooted in interview-based selection processes, while in Iran, admission relies on entrance exam scores. Alberta College's policy of interview-based selection introduces subjective elements, potentially influenced by personal preferences and other factors, into the acceptance of learners [19].

In the admission process for students at the University of Alberta, there is a notable emphasis on clinical experience, a crite-

riion not similarly considered in the recruitment of geriatric nursing students in Iran. Broadening the criteria and admission conditions for graduate students to include various skills and abilities is posited as a means to cultivate more proficient graduates [22]. While the University of Alberta prioritizes applicants with a clinical background, this aspect is not given due consideration in the admission process in Iran. Clinical experience has been shown to enhance critical thinking skills and accurate clinical judgment in nurses, making it a valuable factor in the education of nursing graduates [23]. Acknowledging and incorporating clinical history and experience are posited to play a pivotal role in elevating the quality of learning and clinical skills among nursing graduates. Moreover, in Alberta College's admission criteria for senior nursing students, a language degree is emphasized. Proficiency

and mastery of English among postgraduate students are deemed advantageous, facilitating the utilization of nursing resources [19].

**Table 7.** Comparison of curriculum content of geriatrics master's courses in Iran and Canada.

<b>Iran</b>	<p>The academic curriculum comprises a total of 32-course units, distributed as follows: 4 compulsory optional units, 24 specialized compulsory units, and 4 thesis units, along with an additional 4 units designated for compensatory or deficiency courses. The compensatory or deficiency courses encompass Medical Information Systems, Statistics, and Advanced Research Methods. The compulsory specialization courses cover a range of critical areas, including Ethics and Law in Professional Relations, Theories and their Application in Geriatric Nursing, Management and Leadership in Geriatric Nursing, Methods of Teaching Healthy Elderly and Disabled Elderly, Application of Epidemiology in Geriatric Nursing, Health Status Assessment of Elderly Clients, Nursing Care in Geriatric Drug Therapy, Healthy and Active Aging, Geriatric Nursing 1 (Physical and Functional Disorders), Geriatric Nursing 2 (Psychological Examination and Mental Disorders), Geriatric Nursing 3 (Social Issues and Problems), and Structure and Care Systems for the Elderly. Additionally, there are mandatory optional courses, which include Home Care, Palliative Care, Complementary and Alternative Medicine, and Telehealth.</p>
<b>Canada</b>	<p>The academic curriculum comprises 15 core units, each allocated 3 units, covering topics such as Quantitative Research Methods, Qualitative Research Methods, Evolution in Performance, Planning Work Methods, and Basics of Aging. Additionally, there are 18 units dedicated to Advanced Clinical Courses, which have the potential to qualify individuals for entry into hospitals as specialized adult nurses. These courses encompass Advanced Pharmacology (3 units), Pathophysiology (3 units), Advanced Health Assessment, and Applied Family Pathophysiology of all Ages (4 units), Advanced Therapies and Applied Family Pathophysiology of all Ages (4 units), and Advanced Theories and Practice in Family Nursing for all Ages (4 units). For the thesis-based course, a total of 10 units are allocated to the Master's course, inclusive of the thesis component. In contrast, the lesson-based course consists of 11 units from the Master's course and an additional 3 units dedicated to a guided scientific project.</p>

The instructional approach employed in Iranian nursing schools adheres to a teacher-student model, whereas the Alberta School of Nursing adopts a problem-solving and comprehensive methodology. The inclusive teaching method, as applied in Alberta, engages students actively in the learning process, not only fostering learning opportunities but also establishing a conducive platform for real-world learning experiences [24]. The utilization of diverse educational methods, the introduction of authentic educational challenges, and the facilitation of reflective and deliberative processes through discussions and exchange of opinions, coupled with constructive feedback, collectively contribute to the enhancement of educational outcomes [25].

A notable deficiency in the geriatric nursing master's program in Iran is the insufficient availability of clinical space for student learning, coupled with a scarcity of specialized professors in the field of geriatric nursing at the master's level. Clinical education holds paramount importance in nursing education, serving as a crucial component in preparing learners to cultivate a professional identity [26]. The significance of clinical training is underscored by the understanding that possessing knowledge alone is insufficient for delivering safe care. Effective and competent individuals can only be nurtured through rigorous clinical training, and the absence thereof renders the task of training such individuals exceedingly challenging or, in some cases, impossible [27, 28]. In the realm of patient care, experiences gained and the ap-

plication of acquired concepts occur through the dynamic interaction between the learner, the instructor, and the environment [28].

The content of the geriatric nursing master's program in Iran exhibits a more generalized nature, whereas the program at Alberta College is characterized by specialization aligned with societal interests and needs. The University of Alberta's master's course is distinguished by its thesis-based approach, wherein research topics are determined by individual interests, and the curriculum is structured around guided research projects. The outcomes of this approach are evidence-based and contribute to the enhancement of clinical care quality [19]. Furthermore, adapting the content to societal needs is deemed essential and should be a dynamic process in response to evolving societal requirements. The design and compilation of specialized training for various age groups ought to align with the dynamic needs of society, as current geriatric nursing master's programs in Iran manifest significant disparities with societal issues [29]. A prevalent criticism of Iran's geriatric nursing master's programs is the perceived gap and lack of alignment between the presented courses and the clinical care requirements of society [22]. Additionally, there is a notable absence of attention to cultural differences in Iran's geriatric nursing program [23].

In the reevaluation of Iran's geriatric nursing master's program, there has been an acknowledgment of the need for specific courses conducive to thesis research, including topics such as palliative care, telehealth, complementary medicine, and home care.

An identified weakness in the geriatric nursing master's program in Iran pertains to the lack of autonomy in geriatric nursing educational groups, coupled with the provision of geriatric courses by professors from diverse disciplines [23]. A notable limitation of this study lies in the absence of comparable investigations utilizing a comparative descriptive approach within the country.

## **5 | Conclusions**

A comparison of the master's degree program in geriatric nursing across both academic contexts reveals both similarities and differences. It is crucial to underscore that the geriatric nursing master's program in Iran requires comprehensive revisions across multiple domains, including admission criteria, accurate delineation of roles and positions, teaching methodologies, and the training of students. Addressing these areas necessitates the establishment of foundational frameworks to facilitate these changes effectively. Furthermore, aligning the curriculum with anticipated responsibilities and labor market conditions emerges as a critical consideration in this endeavor.

## **Acknowledgements**

Not applicable.

## **Authors' contributions**

Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work: MS; Drafting the work or revising it critically for important intellectual content: MS; Final approval of the version to be published: MS; Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved: MS.

## **Funding**

Self-funded.

## **Ethics approval and consent to participate**

Not applicable.

## **Competing interests**

We do not have potential conflicts of interest with respect to the research, authorship, and publication of this article.

## **Availability of data and materials**

The datasets used during the current study are available from the corresponding author on request.

## **Using artificial intelligent chatbots**

None.

## **References**

1. Ghanbari N, Ghabimi M, Azimpour S, Mirzazadeh T, Hekmati Pour N. The Relationship Between Believing in Resurrection and Religious Practice Among Elderly Population of Golestan Province. *Int J Med Investig*. 2021;10(2):103-113.
2. Hekmati Pour N, Taheri N, Hojjati H, Rabiee SH. Evaluation of the Relationship between Social Support and Quality of Life in Elderly Patients with Diabetes. *J Diabetes Nur*. 2015;3(1):42-50.
3. Sadeghloo A, Meshkani S, Hamid H, Devender B. Therapeutic Health Benefits of Religion Among Elderly- A Population based Representative Survey from Iran. *Indian J Forensic Med Toxicol*. 2020;14(3):1716-1720.
4. Akhoondzadeh G, Jalalmanesh S, Hojjati H. Effect of reminiscence on cognitive status and memory of the elderly people. *Iran J Psychiatry Behav Sci*. 2014;8(3):75-80.
5. Hekmati Pour N, Hojjati H. Effects of Exercise on Mental Health of Elderly. *gums-hnmj. J Holist Nurs Midwifery*. 2016;26(4):36-42.
6. Hojjati H, Hojjati H, Sharfnia SH, Salmasi E, Hosseinzadeh E, Farhadi S. Comparison of Loneliness, Belonging and Life Satisfaction in the Elderlies Living at Home with the Nursing Home Residents. *J Health Care*. 2012;14(3):9-15.
7. Valizadeh L, Eghteda S, Asghari E, Apamak FS. Geriatric Nursing Master's Degree Program Overviews in Iran: Review Article. *Depiction Health*. 2016;6(4):67-70.
8. Hojjati H, Koochaki G, Sanagoo A. The Relationship between Loneliness and Life Satisfaction of the Elderly in Gorgan and Gonbad Cities. *J Res Dev Nurs Midw*. 2012;9(1):61-68.
9. Strupeit S, Buss A, Dassen T. Effectiveness of nurse-delivered patient education interventions on quality of life in elders in the hospital: A systematic review. *Appl Nurs Res*. 2016;32:217-221.
10. Berman A, Snyder SJ, Kozier B, Erb GL, Levett-Jones T, Dwyer T, et al. Kozier & Erb's Fundamentals of Nursing Australian Edition: Pearson Higher Education AU; 2014.
11. Potter PA, Perry AG, Stockert PA, Hall A. Essentials for Nursing Practice - E-Book: Elsevier Health Sciences; 2018.
12. Tohmola A, Elo S, Mikkonen K, Kyngäs H, Lotvonen S, Saarnio R. Nursing students' competence profiles in gerontological nursing- A cross-sectional study. *Nurs Open*. 2022;9(1):199-209.
13. Atakro CA. Gerontological nursing in Ghana: Preferences and perceptions of nursing students. *Gerontol Geriatr Educ*. 2022;43(4):482-498.
14. Garbrah W, Välimäki T, Palovaara M, Kankkunen P. Nursing curriculums may hinder a career in gerontological nursing: An integrative review. *Int J Older People Nurs*. 2017;12(3).
15. Ghaffari F, Dehghan-Nayeri N, Navabi N, Seylani K. Evaluation of the Master's curriculum for elderly nursing: a qualitative study. *Clin Interv Aging*. 2016;11:1333-1342.

16. Aghaei M, Roshanzadeh M, Tajabadi A. Comparison of the Educational System and Curriculum of Masters of Pediatric Nursing in Iran and Toronto, Canada: A Comparative Study. *Res Med Educ.* 2018;10(4):61-69.
17. Sadooghiasl A, Navab E, Negarandeh R, Nikbakht Nasrabadi A. A Comparative Study of the Geriatric Nursing Curriculum in Iran and USA. *Iran J Nurs Res.* 2017;12(3):51-56.
18. Hasani Narenjbaghi S, Valizadeh I, Bagheriyeh F. Comparative study of master's curriculum of neonatal intensive care nursing in Iran and Pennsylvania University of United States. *Nurs Midwifery J.* 2017;15(7):514-523.
19. Nabizadeh-Gharghozar Z, Adib-Hajbaghery M, Bolandian bafghi S. Comparative Study of Master of Science in Nursing (MScN) Programs in Iran and Alberta School of Nursing. *Deve Strateg Med Educ.* 2020;7(2):23-37.
20. Makarem A, Emadzadeh A, Amirchaghmaghi M, Sarraf Shirazi A, Mosannen Mozafari P. A Comparative Study of the Continuing Dental Education In Iran and Other Countries in the World. *J Mashhad Dent Sch.* 2017;41(4):339-356.
21. Bereday GZF. Reflections on Comparative Methodology in Education, 1964-1966. *Comp Educ.* 1967;3(3):169-287.
22. Azimi H, Momeni M, Rezapour Nasrabad R. Comparative Study of Medical and Surgical Nursing Master's Education Program in IRAN and USA. *Iran J Nurs Res.* 2021;16(5):80-94.
23. Valizadeh L, Zamanzadeh V, Khorrmmi Estakhi R, Pourmollamirza A. A comparative study the gerontological nursing MSc curriculum in Iran and University of Pennsylvania in USA. *Iran J Nurs Res.* 2022;17(3):48-55.
24. Fathiazar E, Asghari E. Experimental Learning in Nursing Literature Education. *Depic Health.* 2014;5(3):31-36.
25. Modarres M, Mohseni H, Shiran-Noogi P. The Comparison Of The Effectiveness Of Problem Solving Skill Education With Two Methods Of Workshop And Educational Booklet On Interpersonal Communication Of Midwives. *Res Med Educ.* 2017;9(3):28-19.
26. Holt SL, Farrell M, Corrigan RH. Veterinary Nursing Students' Experience in the Clinical Learning Environment and Factors Affecting their Perception. *J Vet Med Educ.* 2023:e20220133.
27. Hojjati H, Sharifinia H, Nazari R. The effect of blended clinical teaching on nursing students' attitude toward psychiatric patients. *Iran J Med Educ.* 2011;11(3):238-244.
28. Rezaei B. Quality of clinical education (A case study in the viewpoints of nursing and midwifery students in Islamic Azad University, Falavarjan Branch). *Educ Strateg Med Sci.* 2016;9(2):106-117.
29. Mirzabeygi G, Sanjari M, Salemi S, Babaei F, Kheradmand M. The Necessity for Specialty Education in Nursing MS Program: Viewpoints of the Faculty Members of School of Nursing and Midwifery in Iran. *Iran J Med Educ.* 2009;9(3):263-271.

**How to cite this article:** Sadeghigolafshani M. An in-depth examination of geriatric nursing master's programs: A comparative analysis between Iran and Canada. *J Nurs Adv Clin Sci.* 2024;1(2):1-8.