

## **Social Factors in Institutional Care**

### **Fall 2009**

Sociology 319/419  
Tuesdays 2:45 - 5:15 p.m.  
Mather Memorial 222

Eva Kahana, Ph.D.  
Office Hours: Tuesdays 1:45-2:45  
368-2704 /Mather Memorial 231B

### **Course Objectives and Requirements**

This course deals with converging issues of theory, research, and practice in general hospitals, mental hospitals and nursing homes. The dual focus of the course is on the social context and ecology of institutions as well as adaptation of individuals within the institution.

### **Texts to be purchased:**

1. Beuf, A. (1989). *Biting off the bracelet: A study of children in hospitals*. University of Pennsylvania Press.
2. Goffman, E. (1962). *Asylums: Essays on the social situation of mental patients and other inmates*. Chicago: Aldine Publishing Co.
3. Salamon, J. (2008). *Hospital: Man, Woman, Birth, Death, Infinity, Plus Red Tape, Bad Behavior, Money, God and Diversity on Steroids*. New York: Penguin Press.
4. Diamond, T. (1992). *Making Gray Gold: Narratives of Nursing Home Care*. Chicago: University of Chicago Press.

### **Readings: Available on Blackboard**

### **Exam and Assignment Policy**

Two exams, a term paper, and class assignments are required for this course. Exams will be short answer and essay, and will cover 1) assigned readings, 2) lectures, 3) major points stressed in guest lectures, audio-visual material and class hand-outs. Students are expected to have read the readings before each class so that they can knowledgeably contribute to the class.

Class assignments will not be graded but will be checked. Each exam and the term paper count for 1/3 of the grade. The term paper should be a critical review of literature on a course related topic. Students must provide a one-paragraph outline of the term paper and a sample list of 5 references to be approved by the instructor by Oct. 4. Students may contract to conduct a research project and submit a written report of their project in lieu of a term paper.

Graduate students are expected to submit a term paper reflecting understanding of theoretical and methodological approaches as well as substantive findings of research.

## Syllabus Modification Policy

Modification of this syllabus may occur. If so, the changes will be announced in class. Should you have to miss class, it is important to find out from fellow students which announcements were made, what material was covered, and/or additional handouts distributed.

## COURSE SCHEDULE

### **Class #1. Aug. 25      Issues and topics in the study of health care institutions.**

Discussion of Student interests  
Overview of course topics and assignments  
Policy implications of the field

### **Class #2. Sept. 1      Theoretical approaches to the study of health care institutions.**

#### Readings:

Kahana, E. (1982). A congruence model of person-environment interactions. In M.P. Lawton, P.G. Windley, & T.O. Byerts (Eds.), *Aging and the environment: Theoretical approaches*. New York: Springer Publishing Company. 97-120.

Flood, A.B. & Fennell, M.L. (1995). Through the lense of organizational sociology: The role of organizational theory and research in conceptualizing and examining our health care system. *J Health and Social Behavior (Extra Issue): 154-169*.

Kahana, E., Kahana, B., Wykle, M., & Kulle, D. (2009). Marshalling Social Support: A Care-Getting Model for Persons Living with Cancer. *Journal of Family Social Work* 12(2): 168-193.

### **Class #3. Sept. 8      Research perspectives on health care institutions.**

Qualitative and quantitative approaches.  
Methodological challenges.

#### Readings:

Kahana, E., Kahana, B., & Riley, K.P. (1988). Contextual issues in quantitative studies of institutional settings for the aged. In G.D. Rowles, & S. Reinhartz (Eds.), *Qualitative Gerontology*. New York: Springer Publishing Co. 97-216.

Moos, R., & Lemke, S. (1996). Development and use of the multiphasic environmental assessment procedure. In R.F. Moos & S. Lemke (Eds.) *Evaluating residential facilities*. Thousand Oaks, CA: Sage Publications. 1-20 and 294-321.

Gilson, L. (2003). Trust and the development of health care as a social institution. *Social Science & Medicine* 56: 1453-1468.

Gubrium, J.F., & Holstein, J.A. (2002). The Active Subject in Qualitative Gerontology. In G.D. Rowles and N.E. Schoenberg (Eds.) *Qualitative Gerontology: A Contemporary Perspective* (2<sup>nd</sup> ed). 154-171.

**Class #4. Sept. 15 Children in the general hospital**  
Visit to Rainbow Babies & Children's Hospital  
**Guest Speaker:** Catherine Cashin, Child Life Specialist  
Meet in class and we will walk over to University Hospitals

Readings:

Text- Beuf. *Biting off the Bracelet*

Battrick, C., & Glasper, E.A. (2004). The views of children and their families on being in the hospital. *British Journal of Nursing* 13(6): 328-336.

Reed, P., Smith, P., Fletcher, M., & Bradding, A. (2003). Promoting the Dignity of the Child in the Hospital. *Nursing Ethics* 10(1): 67-76.

**Class #5. Sept. 22 Non-institutional alternatives in long-term care**  
**Guest Speaker:** June Novatney, PhD, President  
Ageline, Inc., Home Health & Activity Center (ageline@aol.com)

Readings:

Rubinstein, R.L. (1990). Culture and disorder in the home care experience: The home as sickroom. In J.F. Gubrium & A. Sankar (Eds.), *The home care experience: Ethnography and policy*. London: Sage Publications. 37-57.

Carder, P.C. (2002). The social world of assisted living. *J of Aging Studies* 16: 1-18.

Katz, P.R., & Karuza, J. (2005). Physician practice in the nursing home: missing in action or misunderstood. *J American Geriatrics Society* 53: 1826-1828.

**Class #6. Sept. 29 Focus on the General Hospital**  
Visit to the ACE UNIT, University Hospitals  
**Guest Speaker:** Denise Kresevic, Ph.D., R.N., APN-BC  
Meet in class and we will walk over to University Hospitals

Readings:

Cockerham, W. (1998). Hospitals. In W.C. Cockerham, *Medical Sociology (7<sup>th</sup> ed.)*. Upper Saddle River, N.J.: Prentice Hall. 231-252

Budrys, G. (2001). Hospitals and other health care organizations. In G. Budrys *Our unsystematic health care system*. New York: Rowman & Littlefield Publishers. 37-54.

Counsell, S., Holder, C.M., Liebenauer, L.L., Palmer, R.M., Fortinsky, R.H., Kresevic, D.M., Quinn, L.M., Allen, K.R., Covinsky, K.E., Landefeld, C.S. (2000). Effects of a Multicomponent Intervention on Functional Outcomes and Process of Care in Hospitalized Older Patients: A Randomized Controlled Trial of Acute Care for Elders (ACE) in a Community Hospital. *J of the American Geriatrics Society* 48(12). 17 pp

**Assignment:** Brief description (paragraph) of term paper due (5 references to be attached)

Class #7. Oct. 6

**EXAM 1 – IN CLASS – OPEN BOOK**

**Class #8. Oct. 13      Cultural and communication competence of physician. Health literacy and consumer advocacy of patients**

Readings:

- Kickbusch, I.S. (2001). Health literacy: addressing the health and education divide. *Health Promotion International* 16(3): 289-297.
- Hibbard, J.H., Greene, J., Becker, E.R., Roblin, D., Painter, M.W., Perez, D.J., Burbank-Schmitt, E., & Tusler, M. (2008). Racial/Ethnic Disparities and Consumer Activation in Health. *Health Affairs* 27(5): 1442-1453.
- Kahana, E. & Kahana, B. (2007). Health Care Partnership Model of Doctor-Patient Communication in Cancer Prevention and Care Among the Aged. In H.D. O’Hair, G.L. Kreps, & L. Sparks (Eds.) *The Handbook of Communication and Cancer Care*. New Jersey: Hampton Press, Inc. 37-54.
- Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, Illness, and Care: Clinical Lessons from Anthropologic and Cross-Cultural Research. *Annals of Internal Medicine* 88

Class #9. Oct. 20

**Fall Break – Class Will Not Meet**

**Class #10. Oct. 27      Organizational perspectives on health care settings: Focus on long term care.**

**Guest Speaker:** Farida Ejaz , Ph.D., LISW-S  
Senior Research Scientist, Benjamin Rose Institute

Readings:

Text: Diamond, *Making Grey Gold*

- Ejaz, F.K., Noelker, L.S., Menne, H.L., & Bagaka’s, J.G. (2008). The Impact of Stress and Support on Direct Care Workers’ Job Satisfaction. *The Gerontologist* 48(Special Issue 1): 60-70

**Class # 11. Nov. 3      The mental hospital as a paradigm for chronic institutional care**

Film: Asylum (1 hour) and discussion

Readings:

Text - Goffman, *Asylums*

- Kahana, B. & Kahana, E. (1970). Changes in mental status of elderly persons in age-integrated and age-segregated hospital milieus. *J Abnormal Psychology*, 75 (2), 177-181.
- Sharfstein, S.S. (2009). Goals of Inpatient Treatment for Psychiatric Disorders. *Annual Review of Medicine* 2009 60.

**Class #12. Nov. 10 The care of the aged and the dying: Focus on Hospice care**

Readings:

Text- Salamon , *Hospital*

Kahana, E. (2007). Dreams of Hot Toast and Smiling Nurses: Towards a Model of Patient-Responsive Care in Nursing Homes. *Research in the Sociology of Health Care* 24: 109-133.

Miller, G. (1996). Hospice. In C. J. Evashwick (Ed.), *The continuum of long-term care: An integrated systems approach*. New York: Delmar Publishers. 97-107.

Ward, E.G., & Gordon, A.K. (2006). Looming threats to the intimate bond in hospice care? Economic and organizational pressures in the case study of a hospice. *OMEGA* 54(1):1-18.

**Class #13. Nov. 17**

**EXAM 2 - IN CLASS - OPEN BOOK**

**Class #14. Nov. 24 Student Presentations 1**

Student presentations should be about 10 minutes, and should focus on a topic the student found particularly interesting in the course of researching their term paper. Students may use (not required) PowerPoint, handouts, or other visual aids. Presentations will not be graded. They are aimed to provide students with a useful experience for communicating their research interests in a manner that others would find interesting.

**ALL TERM PAPERS DUE**

**Class #15. Dec. 1 Student Presentations 2**

Student presentations should be about 10 minutes, and should focus on a topic the student found particularly interesting in the course of researching their term paper. Students may use (not required) PowerPoint, handouts, or other visual aids. Presentations will not be graded. They are aimed to provide students with a useful experience for communicating their research interests in a manner that others would find interesting.