

Introduction

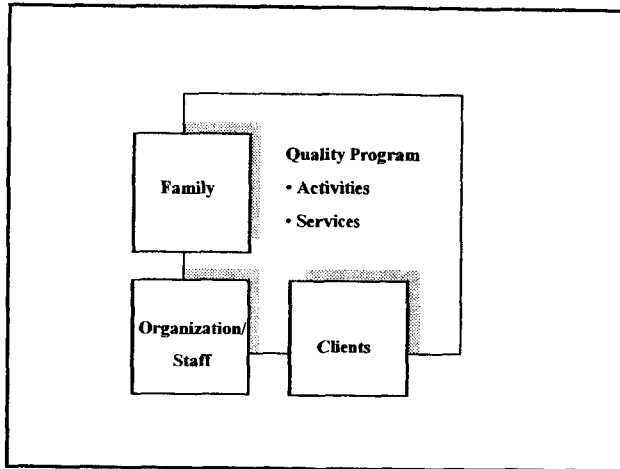
Adult day care is emerging as a new and important place type in the continuum of care environments for the elderly. The number of adult day care facilities is doubling roughly every 10 years (NIA, 1997), and a study by the National Adult Day Services Association (NADSA) indicates that most individuals currently served by adult day care would otherwise reside in institutional settings (1997). Compared to the social and economic costs of institutionalization and home health care, adult day care is an innovative alternative. However, as a new and unique social institution and place type, adult day care has yet to be effectively defined. As a result, adult day care centers are found in a variety of building types, ranging from new purpose-built facilities to remodeled residences, nursing homes and the proverbial church basement. Likewise, adult day cares in operation today vary widely in terms of their philosophy and orientation, case mix, funding mechanisms, and services provided.

Guidance for Planning and Design

This book has been written to serve the needs of people involved in developing adult day care centers: program administrators, care professionals, and environmental designers such as architects, landscape architects and interior designers. Because the place type of adult day care is relatively new, there is little guidance available for planning or design. The guidance that does exist tends to be limited to specific aspects of day care, for example, market analysis, financing, staffing, architectural design or operation. While useful, these topic-specific guides fail to recognize the reality that an adult day care center is a dynamic, reciprocal and interdependent **system**. Though the different aspects of an adult day care can and at times must be considered and treated independently, from a systems perspective an adult day care exists as a “place,” a unified entity that is experienced holistically.

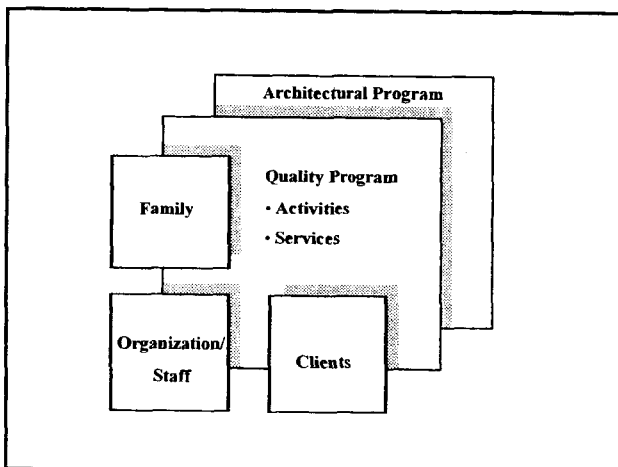
This holistic, systemic perspective gave rise to an approach to studying adult day care centers we describe as **The Place In Use**. The advantage of the The Place In Use approach is that it enables the simultaneous consideration of the diverse range of factors that influence a particular place, such as organizational mission, program of activities, characteristics of the physical environment and perhaps least explored but vitally important, the experience of being in that place. The results of The Place In Use approach are less a matter of adult day care “best practices,” or even “good versus bad” ways of doing things, but rather a method of identifying characteristics and components that appear to contribute to making a positive difference in the experience of adult day care.

It Starts with the Program



The range of human resources that contribute to a quality program

Every conscientious adult day center begins with a quality *program* that combines a range of *activities* with responsive therapeutic *services*. Providing an effective program requires the marshalling of a range of human resources. There must be a knowledgeable and committed staff, representing the goals and values of a supportive organization. Quality care relies on the active involvement of formal as well as informal caregivers, not just staff but also participants' families and friends. The real gauge of quality, however, is determined by the degree of "fit" between what a program offers, and the desires and capabilities of the clients that the program is designed to serve.



Linking who, when, what, and why to where

Of course, people and activities don't exist in a vacuum. People engage in activities within the context of *the physical setting*. Although it is habitually overlooked, in reality the physical setting is a central component of every adult day care. The physical setting affects the program of activities and services offered, influences the behaviors and attitudes of caregivers, and most importantly, shapes the overall experiences of adult day care participants who are disadvantaged by their physical and cognitive impairments.

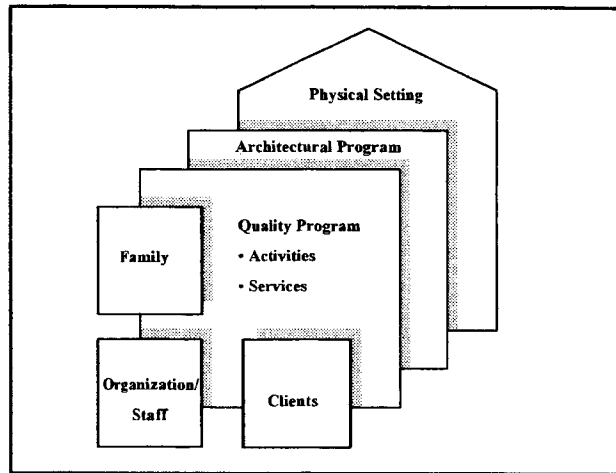
Because the physical setting plays such a central role, it is imperative that the spaces of adult and dementia day care centers be *architecturally* programmed with the same attention dedicated to programming the activities to be accommodated in those spaces. An architectural program, an important document used to help guide the process of architectural design decision-making, relates

who will be doing *what*, *when*, *why* and *with whom* to *where* and *how* those activities will be taking place. At its best, an architectural program details not only the tangible characteristics of spaces--size, location, sensory properties, furnishings, level of finish and equipment--but builds upon the activities program to imagine and describe the *experience* envisioned for each space--in short, the architectural program should convey the intentions of the place in use.

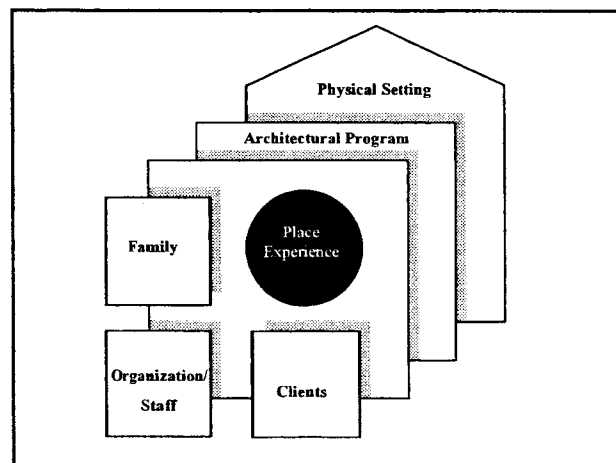
Place Experience: Linking Activities with the Physical Setting

The transitions from the adult day care activities program to the architectural program to the design challenge architects and clients alike. Simply knowing that a nurse's assistant will bathe five physically-impaired elderly people in a day tells us little about the nature of the adult day care bathing experience, or the space in which bathing will take place. How do clients react to the fact that they need assistance in this most private of activities? What do caregivers do to afford a client some degree of dignity? What techniques do caregivers use to ensure their own health and safety while bathing a day care participant? Even knowing that a counseling room will be 100 square feet with a desk, computer, and telephone jack offers little support for the myriad design decisions required by a relatively simple space. How can the complex, interpersonal world of human use and the physical world of bricks and mortar be connected?

In our view, **place experience** is the link between people, activities and the physical setting. Theoretically speaking, place experience is defined as a contextually-specific form of comprehension that emerges from the interaction of people, program and physical setting. In less formal terms, the concept of place experience is the means for understanding what a place "feels like." Place experience can be described from your own point of view, or that of another person, group or groups of people. Though we can't presume ourselves able to truly comprehend the place experience of someone suffering from dementia, we can raise our awareness and enhance our understanding of how place experience is shaped by incorporating information from knowledgeable sources.



Transition from activities program to architectural program, to designed environment



Place experience is the link between human resources, the program, and the physical setting.

Attributes of Place Experience	
Accessibility	Ease in physical locomotion through and use of a given environment
Activity	Perceived intensity of ongoing behavior within a given environment
Adaptability	Extent to which the environment and its components may be reorganized to accommodate new or different patterns of behavior
Comfort	Extent to which the environment provides sensory and anthropomorphic fit and facilitates task performance
Control	Extent to which a given environment facilitates personalization and conveys territorial claims to space
Crowdedness	Perceived density level within a given environment
Legibility	Ease with which people can comprehend key elements and spatial relationships within an environment and effectively find their ways
Meaning	Extent to which a given environment has individual or cultural meaning(s)
Privacy	Ability to monitor the flow of visual and auditory information to and from others within the given environment
Security	Extent to which an individual feels physically and emotionally secure within a given environment
Sensory Stimulation	Quality and intensity of stimulation as experienced by the various sensory modes (seeing, hearing, smelling, tasting, feeling)
Sociality	Degree to which a given environment facilitates or inhibits social contact among people

We have found assessments from staff members responsible for the day-to-day care of participants an invaluable resource in our efforts to better understand the place experience of adult day care. Second, our reviews of the design for dementia literature suggest a dozen **attributes of place experience**, which have provided a useful inventory of fundamental person-environment qualities. A third source for increasing awareness of place experience is our own theoretically-informed observations of participant behavior in adult day care facilities.

We believe the concept of place experience affords us the best possible access to the perspectives of day care participants who are unable to articulate their own experiences. Place experience allows us to ask questions that have previously gone ignored or disregarded. For example, what aspects of an adult day care center are most obvious to participants? Are there features or characteristics that make the place seem more familiar or comfortable? How do participants feel about what they see, hear and do--is it too loud, not warm enough, or just right? Does the experience suggest the place is private or sociable? Tranquil or stimulating? What meanings do participants assign to the adult day care center and the activities within it? Does it feel like a social club, a neighbor's home, or a classroom?

Once we understand the answers to these questions, we can more readily "translate" the functional requirements of the care and activities program into the sensory and spatial properties of the architectural program. Walls must have a specific sound attenuation value to ensure privacy; seating arranged at right angles

is more congenial and less confrontational than sitting across a table. The use of color and personal artifacts will help participants feel at ease. Architectural elements are then specified to provide a basis for the design of the physical setting.

To summarize, meeting our overall goal of "designing a better day" requires that we understand and accommodate *all* of the dimensions and factors that influence adult day care centers. As we have demonstrated, these dimensions include organization, families, participants and the physical setting.

A place for adult day care is the product of the transaction between people--those who are responsible for, engage in and experience the activities that happen there--and the physical setting--comprised of the physical elements that afford desired sensory and spatial properties. Experience, and more specifically, place experience, is what links human activities with the physical setting. Together, the three elements of activities, the physical setting and people's experiences combine to generate the "personality" of the place (Moos 1974, 1975). Only by dealing with adult and dementia day care holistically, that is in terms of its personality, purposes, program, setting and the positive experiences that are our goal--can we hope to succeed in "designing a better day" for those in our care.

Case Studies

As we have suggested, adult day care centers are complex systems comprised of interrelated social, organizational, psychological and architectural dimensions. There are financial and regulatory realities that must be accommodated, an organizational structure to be designed, and policies to be developed. In addition, there must be recognition that staff, clients and families are equally important players in the everyday reality of the place, and that all these elements converge to shape people's experiences of a given adult day center.

Given these complexities, how can we gain a critical understanding of adult day care as a place type? One method that has proven particularly useful in research on places is **case study analysis**. A case represents a single situation, but is organized in such a way as to highlight the many parts that form the whole. These parts may be defined in terms of dimensions (for example, organizational, social, psychological and physical), phenomena (everyday practices or "the way things are done around here"), time periods (for example, workdays, seasons or history) or place experience. Regardless of how they are structured, case studies achieve their power from their ability to "retain the holistic and meaningful characteristics of real life events" (Yin, 1989: 14). It is common practice to approach case writing in a way that lets the case "tell its own story" (Carter, 1993).

Case study inquiry happens most often on an informal basis when professionals visit comparable facilities. These site visits, while perhaps not systematic, typically yield useful information and shed light on organizations in operation and their decision-making processes. Most importantly, case studies allow professionals to learn by example.

Trade journals such as *Provider* and *Nursing Home* often include case studies as a way of helping administrators and care providers

enhance their practical understanding of the ways in which the organizational, architectural and experiential dimensions of places interact. Publications specific to adult day care such as the National Adult Day Services Association newsletter *Voice*, and the Bowman Gray School of Medicine's *Respite Report* likewise employ a case study approach.

Each Case Tells a Story

The case studies presented in this publication are designed to “tell the stories” of nine adult day care centers. As a set, these nine centers reflect the range of adult day cares currently in operation in the United States. Adult day cares are found in urban and rural settings. Their programs are housed in church basements and purpose-built facilities. Some offer no medical services; others are medically intensive. Since adult day care facilities vary considerably, rather than taking a line-item approach to underscore the differences between cases, we have endeavored to offer a sense of the unique “personality” of each adult day care.

As noted, the sample of cases included in this research effort has been selected to reflect the range of adult day care centers that exist in the U.S. The initial pool of potential case study sites was generated through a process known as snowball sampling. In this instance, sampling was generated by recommendations obtained from a panel of expert advisors assembled to provide guidance for the project as a whole. Individual adult day cares were selected on the basis of a number of criteria including reputation, convenience and researcher access as well as diversity along several dimensions including site context (rural to urban), operational orientation (i.e., organizational philosophy and care model) and building type.

A snowball sample is an example of non-probability sampling, where the selection of units is based on factors other than random chance. Thus, the sample of cases included here is neither exhaustive nor representative in a statistical sense. However, because the nine cases were selected to represent the range and variety of adult day care centers, our sample is consistent with the strategy known as heterogeneity sampling, or sampling for diversity. Each case represents a distinctive mixture of strengths and weaknesses, and a unique set of constraints and resources. Each case, therefore, yields a rich assortment of intriguing ideas and solutions, and as a result, each adult day care has a different personality. The cases presented here have not been chosen on the

basis of “goodness” or “correctness” in terms of how adult day care is provided, but rather for the conceptual density (that is, the number of concepts presented in a given amount of space) they provide collectively.

Case Methodology

Each case study has been constructed using data collected by means of four research methods: archival data; surveys; interviews; and observations. Archival sources included architectural plans as well as background information such as mission statements, activities programs and participant profiles. Concurrent with the gathering of archival material, each program administrator was asked to complete a survey addressing specific organizational and programmatic issues. Together, these items provided the research team with a contextual “snapshot” of each adult day care. This material was analyzed by researchers to gain an initial understanding of the intentions and design of each adult day care center, and to identify specific topics for further inquiry.

4 Data Gathering Methods

- Archival
- Survey
- Interview
- Observation

Archival data and surveys provided the groundwork for subsequent field studies conducted at each adult day care. Over a period ranging from five hours to one and a half days, data in the form of field notes and interpretive journal entries were recorded during site visits as the researchers experienced each place. Records of the behavior of staff and participants in terms of their movements within the day care areas were made directly onto floor plan “maps” of the spaces. The research team then reviewed their field notes, interpretive journal observations and behavioral maps in discussion sessions to arrive at a shared understanding of each place. In these sessions, additional questions emerged to be addressed in the return site visit, which included a semi-structured, in-depth interview with the administrator. These return visits allowed researchers to verify their impressions and understanding of each place. To ensure consistency and accuracy of interpretive understanding of each adult day care, the process was intentionally progressive and dialogical.

The Structure of the Cases

Each case study begins with a broad **Theme** that conveys the essence of the case, followed by a **Place Profile**, which provides a concise introduction to the adult day care. The descriptive portion of the case study is covered in two sections: the **Program**, which includes mission, goals, services and activities, and participant profile; and the **Physical Setting**. Excerpts from the semi-structured interviews are used to highlight specific points covered in the descriptive section of each case study.

Case Outline

- Theme
- Place Profile
- Program
- Physical Setting
- The Place In Use

Questions posed by researchers are designated as “Institute” and responses offered by day care administrators as “ADC.” In cases where more than one administrator was involved in the interview, they are referred to as “ADC 1” and “ADC 2.” While every effort has been made to retain the meaning and intent of statements made during interviews, the research team has reserved the right to make editorial revisions to content for the sake of clarity.

Perhaps the most important section in each case study comes under the heading **The Place In Use**. **The Place In Use** tells the story of “a day in the life” of each adult day care: the activities in which people engage, the properties and features of the physical setting seen as supportive of those activities, and the experiences of the people who spend their days there. Together, activities, the physical setting, and people’s experiences generate the unique personality of each adult day care.

Realms of Activities/Experience

The framework by which **The Place In Use** section is organized is an outcome of the process of case analysis. Through analysis, several patterns of activities emerged as common across day care facilities and central to the adult day care experience. These recurring patterns are termed **Realms of Activities/Experience** to reflect the fundamental connection between activities (shared behaviors that occur in the social realm) and experience (perceived by the individual as internal and psychological) that coincide with a particular day care space or area within a space. There are eight Realms of Activities/Experience:

- Coming and Going
- Primary Program Spaces
- Kitchen and Kitchen Work
- Dining
- Personal Care: Toileting
- Personal Care: Bathing
- Wandering and Elopement
- Outdoor Space

Each Realm is introduced by narrative text that describes the activities/experiences in conjunction with the corresponding physical environment. The narrative description is also supplemented by excerpts from interviews to provide a richer illustration of the context and related issues. Since not every Realm is relevant to every adult day care in the sample, each case study addresses only those applicable Realms.

The Adult Day Care Cases

The nine case studies that appear in this publication focus on the following adult day care centers:

- Alzheimer's Family Care Center, Chicago IL
- The Caring Place, Waukesha WI
- Catholic Charities Adult Day Services and Resource Center, Milwaukee WI
- Elder Care of Dane County, Madison WI
- Louis Feinsein Alzheimer's Center, Cranston RI
- Kiel Adult Day Services Center, Kiel WI
- Luther Manor Adult Day Care Center, Milwaukee WI
- St. Ann Center for Intergenerational Care, St. Francis WI
- Shepherd House, Milwaukee WI

Each is a unique example of adult day care; each represents a different vision of what an adult day care is as a place. The following matrix offers a comparative summary of the context and qualities of the nine adult day cares, as a foundation for the in-depth account of each case that follows.

The Better Day Design Series

This monograph is the second in a series of three dedicated to the topic of adult day care facilities. The first volume is an annotated bibliography of research and professional literature related to adult and dementia day care. The third volume will consist of planning and design guidelines intended to assist program administrators, care professionals, and environmental designers including architects, landscape architects and interior designers through the complex process of adult day care facility development.

References

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Comparison Matrix

Facility/case study name	Kiel	Caring Place	Elder Care	Feinstein
Building type	Former Private Residence	Remodeled Church Basement	Remodeled Commercial	Purpose Built
Context: Small Town (1) - Big City (5)	1	2	3	3
Square footage, total	1,700	2,722	9,500	6,500
Cost, total (estimated)	NA	\$215,000	\$142,500	NA
Cost/square foot (estimated)	NA	\$79	\$15	NA
Year facility opened	1994	1988	1997	1995
Enrolled clients, total number	11	55	96	85
Client capacity	15	22	78	50
Daily census, average	6	20	52	45
Age range	57 to 88 years	68 to 95 years	55+ years	56+ years
Age average	79	83	73	82
Client gender ratio, male: female	1:3	1:4	1:8	1:2
Cognitively impaired clients %	100%	50%	41%	100%
Incontinent clients %	0%	30%	24%	59%
Wheelchairs, % clients using	10%	10%	31%	16%
ADLs/client, average	1	2 to 3	3	42% 3+
Client toilet fixtures, number of	1	5	7	5
Bathing tubs, number of	0	1	0	0
Showers, number of	0	0	3	2
Client bathed daily, number of	0	5	16	3 to 4
Outdoor space, square footage	Adjacent to city park	0	600 sq. ft.	Adjacent to city park
For profit or not for profit	NP	NP	NP	NP
Daily charges	\$5 to \$35	\$26 to \$36	PACE	\$35 to \$56
ADC staff	2	8	11	21
FTE staff	0.75	7	11	16.5
Care staff/clients average daily ratio	1:2 to 1:4	1:4	1:5	1:3.5
Client ethnic background by %	100% Caucasian	100% Caucasian	61% Caucasian 32% African American 5% Hispanic 2% Hmong	92% Caucasian 5% Hispanic 3% African American



Luther Manor	Catholic Charities	Shepherd House	St. Ann Intergenerational	AFCC
Purpose Built	Purpose Built	Remodeled Convent Basement	Purpose Built	Remodeled Industrial
3	4	4	4	5
10,500	6,000	6,300	43,000/ADC 6,500	11,500/ADC 9,000
NA	\$630,000	NA	\$5,079,000	\$600,000
NA	\$105	NA	\$118	\$67
1990	1997	1983	1997	1995
172	80	90	107	94
55	50	50	60	75
48	45	48	41	55
53 to 96 years	50+ years	60+ years	18+ ¹ years	38 to 97 years
83	82	77	78	80
1:2	2:3	1:3	1:2	1:2
90%	60%	100%	60%	100%
50%	40%	74%	75%	60%
35%	10%	31%	75%	8%
57% 3+	1 to 2	2	2	NA
6	6	5	5	9
2	1	2	4	0
0	1	0	8 ²	2
12	3 to 4	12 to 15	13	0
500 sq. ft.	3/4 acre	0	4,550 sq. ft.	1,000 sq. ft.
NP	NP	NP	NP	NP
\$45	\$34	\$43	\$43	\$45
17	13	28	18	17
17	6	21	17	17
1:6 to 1:10	1:4 to 1:8	1:4	1:6	1:3
70% Caucasian 30% African American	60% Caucasian 39% African American 1% Asian American	96% Caucasian 3% African American 1% Hispanic	96% Caucasian 3% African American 1% Hispanic	75% Caucasian 14% African American 11% Other

1 Includes developmentally disabled young adult program.

2 Includes showers in pool area.

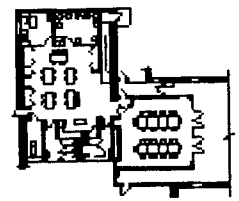
Comparitive Floor Plans

A comparison of relative sizes of the nine adult day care facilities examined in this study.

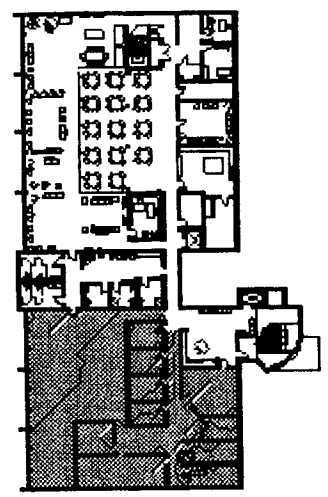
-  Program space
-  Non-program space



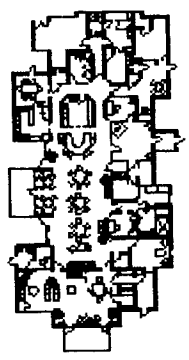
Kiel Adult Day Services Center



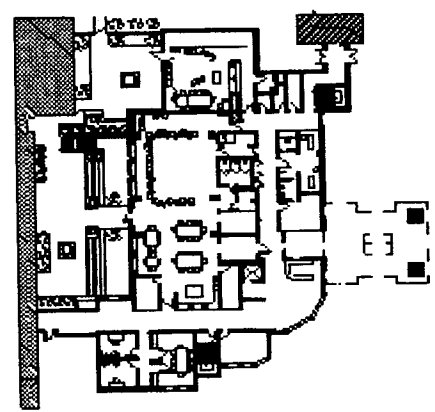
The Caring Place



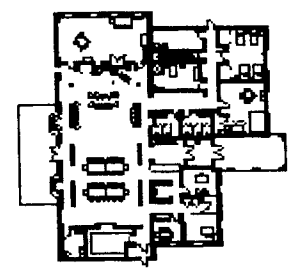
Elder Care of Dane County



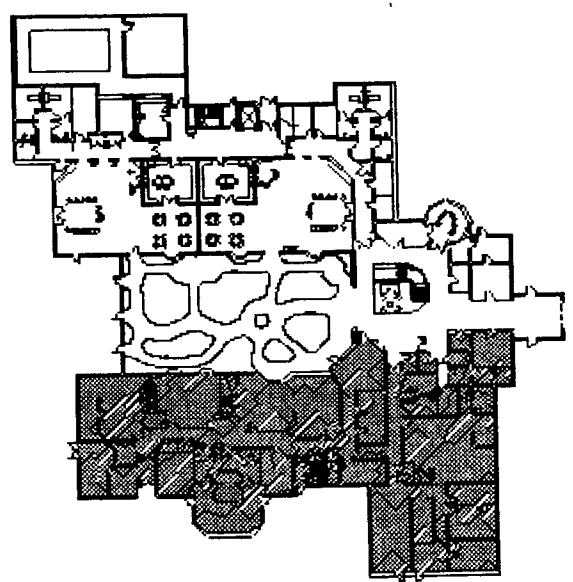
Feinstein Alzheimer's Care Center



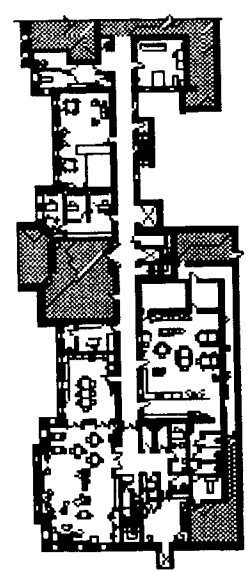
Luther Manor Adult Day Care Center



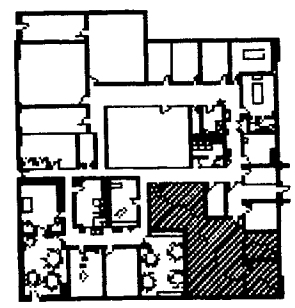
Catholic Charities Adult Day Services and Resource Center



St. Ann Center for Intergenerational Care



Shepherd House



Alzheimer's Family Care Center