

What is Medical Care?

1. Read the definition of “medical care” from the Oxford Living Dictionary below:

“The provision of what is necessary for a person’s health and well-being by a doctor, nurse, or other healthcare professional.”

2. Think about what affects one’s health and the definition of medical care above.

Circle all items below that you consider medical care.

It is okay if you do not know what all of these terms mean. Circle the terms you are familiar with that you think meet the definition of medical care. *This is to help you think about what constitutes health and medical care, and not to find a single correct answer.*

Vaccinations	Blood Pressure Screenings	Heating Oil
Mammograms	Check-ups	Psychotherapy
Vision Tests	Fruits	Vegetables
Surgery	Income	Job Training
Hearing Aids	Sidewalks	CAT scan
Pacemakers	Fresh Milk	Eye Glasses
Baby Formula	Pre-natal Care	Housing
Chemotherapy	Vitamins	Clothing
Clean Water	Aspirin	Bike Helmets
Strep Throat Test	MRI	Yoga
Stitches	Anesthesia	Bandages
Eye Exams	School Lunches	

3. If you have any items or activities to add as medical care, write them below:

Photographs for Analysis

Instructions

1. Look carefully at each photograph from the Visiting Nurse Service photograph album, then read the caption.
2. Make a note of what you see in the image that is mentioned in the caption.
3. Make a note of what is mentioned in the caption that you cannot see in the photograph.
4. Make a note of what you see in the image that is not mentioned in the caption.
5. After you have analyzed each photograph, answer each of these questions:
 - What inferences can you make about what nurses did as their work based on the photos and captions?
 - What determinants of health do you see in the photographs and/or read in the captions? List them and consider whether they are personal, social, environmental, or economic.
 - What do you know now about the Visiting Nurses or their clients that you did not know before looking at these photographs



Caption: "Miss Kramer and Bobby. Henry Street was able to help tide the family over with emergency financial aid and free milk as well as nursing care. The coming of beer brought work for Mr. B."

Photographs for Analysis



Caption: "Some of the Thomas children and mother. Miss Kramer pays a welfare visit to some of the little Thomases. Seven children in this family had scarlet fever, and one small boy died. Henry Street Settlement gave care to all seven children and since the children have arranged for tonsillectomies and dental care for some of them and given other health supervision."



Caption: "Backyard toilet—Chelsea."

Photographs for Analysis



Caption: "Some Gun Hill babies. Elmer Newman, 7 months. He has a brother who was a cardiac patient of ours for a long time, but now is very well. Another brother is a counselor at one of the Henry Street camps."

Historical Role Play Instructions

Activity Overview

What: Historical role play in a simulated meeting with understanding of historical time and place [research-based]

Who: One of the four fictional persons from Historical Identify Vignettes 1–4

Where: Annual Planning Meeting of Henry Street Settlement Visiting Nurse Service, Lower East Side of Manhattan, New York City

When: 1934

Instructions

1. Read carefully the brief biographical information about the person on your copy of Historical Identity Vignettes.
2. Review and add to the questions to consider, so that your research using primary and secondary sources can help you make informed inferences about the person's perspectives. Establishing your person's perspectives are important as you play the role of that person at the simulated meeting.
3. In preparation for the simulated meeting, use primary and secondary sources to research and identify issues of the time and place that might have impacted this person. The handout includes a couple relevant primary sources from [Outside / Inside Digital Gallery](#). In addition, below are additional resources for your research:
 - "Lillian Wald," *Henry Street Settlement*. <https://www.henrystreet.org/about/our-history/lillian-wald/>
 - "Our History," *Henry Street Settlement*. <https://www.henrystreet.org/about/our-history/>
 - "Our History," *Visiting Nurse Service of New York*. <https://www.vnsny.org/who-we-are/about-us/history/>
 - "Progressive Era to New Era, 1900-1929," *American Memory Timeline*. Library of Congress. <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/>
 - "Great Depression and World War II, 1929-1945," *American Memory Timeline*. Library of Congress. <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/>
 - "Photographs Concerning Labor, Housing and Social Conditions in the United States," *New York Public Library Digital Collections*. <https://digitalcollections.nypl.org/collections/photographs-concerning-labor-housing-and-social-conditions-in-the-united-states#/?tab=about>
 - "Determinants of Health," *Healthy People 2020*, U.S. Department of Health and Human Services. <https://www.healthypeople.gov/2020/about/foundation-health-measures/determinants-of-health>
 - "About Social Determinants of Health?" *World Health Organization*. http://www.who.int/social_determinants/sdh_definition/en/

Historical Role Play Instructions

4. Prepare research notes to help you play the role of the assigned person at the simulated meeting set in New York's City's Lower East Side in 1934. Your role play should demonstrate the person's perspectives that reflect at minimum:
 - approaches to health and medical care
 - cultural, economic, and social ideas and status
 - historical time and place

Historical Identity Vignettes

Historical Identity Vignette 1

Identity Vignette 1 Name: Charles V.

Age: 45

Gender: Male

Occupation: Physician on the Henry Street Settlement's Medical Advisory Committee

Religion: Lutheran

Nationality: German American

Language: English

Education: Completed medical school

Additional details: Dr. Charles V. was born in Germany, but immigrated to the United States as a baby. He grew up in a New York City tenement. Dr. V. became involved with the Henry Street Settlement because he is concerned about health conditions in the city's tenements. He sometimes provides consultation to the Henry Street nurses on cases. He is a strong supporter of any efforts to improve housing (e.g., waste removal, plumbing installation, pest control, etc.), but is uncomfortable with Henry Street nurses distributing money to their clients.

Relevant primary sources in *Outside / Inside* exhibition

- [Visiting Nurse Service: Administered by the Henry Street Settlement, Bulletin of Instruction, revised edition, 1933](#)
- ["Push carts on Bleeker Street, Miss Stafford makes a purchase"](#)
- ["Backyard toilet—Chelsea."](#)

Questions to consider

1. How do you think Dr. V. views the Henry Street nurses? As equals, employees, or in some other way?
2. Why might Dr. V. oppose the distribution of money, but not milk, food, or supplies?
3. What might Dr. V. find most frustrating about his role with the Henry Street Settlement? Most rewarding?
4. How do you think Dr. V. explains his work with the Nursing Service to his friends, family, or potential donors?

Historical Identity Vignettes

Historical Identity Vignette 2

Identity Vignette 2 Name: Esther R.

Age: 20

Occupation: Henry Street Settlement Visiting Nurse (in training)

Religion: Jewish

Ethnicity or Nationality: Second-generation Russian

Language: English, Yiddish, and some Russian

Education: Completed high school

Additional details: Inspired by Lillian Wald, Esther R. joined the Henry Street Settlement Visiting Nurse Service. Esther grew up in an upper-middle class family in New York City. In high school, she excelled in math and science, and she feels confident as a nurse. Last year, she learned how to drive and hopes to get to drive one of the Settlement House's cars to serve some of the most remote parts of the city. Esther also understands how the city's government functions and often refers her clients to various agencies for assistance.

Relevant primary sources in *Outside / Inside* exhibition

- ["Student nurses assist in pre-activities, teaching mothers to make paper bags, cut patterns, and make swabs."](#)
- ["A Gun Hill car in the district, Miss Kramer, driver"](#)
- [Visiting Nurse Service: Administered by the Henry Street Settlement, Bulletin of Instruction, revised edition, 1933](#)

Questions to consider

1. How do you think nurse Esther views the Henry Street Medical Advisory Committee? As equals, as her bosses, as a resource she can draw on when needed, or in some other way?
2. How might Esther relate to her clients?
3. To what extent do you think Esther's family supports her work with the Henry Street Settlement Visiting Nurse Service? Why?
4. What might make it easier for Esther to navigate New York City's administrative offices than her clients? How might this shape their relationships?

Historical Identity Vignettes

Historical Identity Vignette 3

Name: Mrs. Joseph B.

Age: 53

Occupation: Society woman, serves on the Board of Directors of the Henry Street Settlement

Children: 4 (3 grown children, 1 who died as an infant)

Religion: Methodist

Ethnicity or Nationality: Anglo-American

Language: English

Education: Completed high school

Additional details: Mrs. Joseph B. is a wealthy member of New York City's upper-class society. In addition to serving on the Board of Directors of the Henry Street Settlement, she financially supports several other reform and social service groups. She was 40-years-old when women got the vote (Nineteenth Amendment, 8/18/1920), and has taken advantage of that right ever since. Mrs. Joseph does not provide direct services to New York's City's residents, but is a strong advocate for the nursing service. She is particularly concerned about the health of babies and children living in the city's "squalid" tenements being raised by "ignorant" parents. For the past few years, she has lead the Henry Street Settlement's fundraising efforts.

Relevant primary sources in *Outside / Inside* exhibition

- [Quarterly of the Henry Street Visiting Nurse Service, Vol. 1, No. 1, March 1930](#)

Questions to consider

1. What do you think motivates Mrs. B. to work with the Henry Street Settlement?
2. What do you think Mrs. B. enjoys the most about her role at the Settlement?
3. What do you think that Mrs. B. enjoys the least about her role at the Settlement?
4. How do you think Mrs. B. promotes the Visiting Nurses Service in fundraising appeals?

Historical Identity Vignettes

Historical Identity Vignette 4

Name: Paulina L.

Age: 34

Occupation: Homemaker

Children: 3 children

Religion: Jewish

Language: Polish, Yiddish, and some English

Ethnicity or Nationality: Polish, immigrated to New York City about ten years ago

Education: Left school after the 4th grade

Additional details: Paulina's husband lost his job in May of 1930, and is now receiving work relief. Although she is primarily a homemaker, Paulina takes on odd jobs as she is able. Her oldest child has left school to work. When Paulina was pregnant with her youngest child, she attended a "Mother's Club" sponsored by the Henry Street Settlement Visiting Nurse Service. Later, when her children had pneumonia, the Henry Street nurses were essential to their recovery. She is concerned about the air quality in her neighborhood and the lack of ventilation in many tenements. This summer, her middle child will attend summer camp sponsored by the Henry Street Settlement.

Relevant primary sources in *Outside / Inside* exhibition

- ["Backyard toilet—Chelsea."](#)
- ["Mothers' Club"](#)
- ["Miss Kramer takes care of a very sick baby who has pneumonia. The M.L.I. furnished a night nurse and the baby recovered. Father is on work relief."](#)
- ["A group of girls starting for Camp Fire Day Camp. Money from a special Henry Street fund payed for much needed recreation for these girls and others during the summer months."](#)

Questions to consider

1. Other than medical care and instruction, what might Paulina have received at the "Mother's Club?"
2. To what extent do you think Paulina feels welcomed by the Henry Street Settlement? Why?
3. What do you think Paulina and her family need the most right now? What do they need the least?
4. How do you think Paulina views the Henry Street Visiting Nurses? Given her social and economic conditions, how does she feel attending the meeting?

Henry Street Visiting Nurse Service

Annual Planning Meeting - 1934

Agenda

- I. Welcome and Introductions
- II. New Business
 - a. Next Year's Plans
 - i. What are we doing to address the most pressing problems facing our clients?
Consider things like income and the Great Depression; lack of greenspace, parks, or fresh air; lack of nutritious food; "ignorance" of healthy habits; language barriers; etc.
 - ii. How well are we living up to the Visiting Nurse Service's goals?
"It is the function of the Visiting Nurse Service to give skilled nursing care in the homes and instruction in personal hygiene, sanitation and the prevention of disease; also as far as possible, to solve the related social, economic and mental hygiene problems that are met in the families under its care either by using the resources of the organization or referring the problems to the proper co-operative agencies."
From the Henry Street Settlement, Visiting Nurse Service - Administered by the Henry Street Settlement: Bulletin of Instruction. Rev. ed. (New York: Henry Street Settlement, 1933) 3.
 - iii. How should we prioritize health education (like Mother's Clubs), health services (like treatment for specific illnesses), and preventative measures (like sanitation work)?
 - iv. Should we increase the amount of money or supplies that nurses can provide to their patients?
 - b. Outstanding Issues
 - i. Fundraising plans - how should we position the Henry Street Settlement to our donors?
 1. Are fundraising dinners the best way to raise funds?
 2. What work should we foreground to appeal to donors?
 - ii. Nurses driving automobiles - is the expense worth it? Would it be better to use that funding to directly support health services?
- III. Any additional topics not listed on agenda?
- IV. Adjourn

Annual Meeting Notes

Instructions

1. Use the table below to note key discussion points related to health determinants during your team’s simulated annual meeting of the Henry Street Settlement Visiting Nurse Service in 1934.

Name of your assigned historical person		
List three key points discussed during the meeting as high or important priorities for promoting health during the annual meeting.	Would your historical person agree or disagree that the point is an important health factor?	Cite at least one primary or secondary source that supports the perspective of your assigned person.
	Agree Disagree	
	Agree Disagree	
	Agree Disagree	

2. Note at least one idea or question you had that did not come up during the simulated annual meeting.