INTRODUCTION TO THE SPECIAL ISSUE: NEW SCHOLARSHIP IN INSTITUTIONAL ETHNOGRAPHY
Paul C. Luken and Suzanne Vaughan, Special Editors

CAPTURED BY CARE: AN INSTITUTIONAL ETHNOGRAPHY ON THE WORK OF BEING IN A
REHABILITATION PROCESS IN NORWAY
Janne Paulsen Breimo

The Norwegian rehabilitation policies and new public management reforms share some features and are divided by others. The features that divide them are so contradictory that they create difficulties for people who are in a process of rehabilitation. Having studied the everyday life of people being in a process of rehabilitation, I argue that the continuous change in organizational structures in general makes the processes hard to endure for service users, specifically the reforms characterized by neo-liberalism, because they, to a large extent, contradict the holistic rehabilitation ideology. This further illuminates the paradox that the greater and more complicated the functional impairments are, the more work related to the rehabilitation process a person must do, and by extension, the greater the risk of deprivation.

A SERVICE DISPARITY FOR RURAL YOUTH: THE ORGANIZATION OF SOCIAL SERVICES ACROSS
THE URBAN YOUTH CENTRE AND ITS RURAL BRANCH
Jessica Braimoh

Drawing on 14 interviews with services providers and over 80 hours of participant observations, I examine what happens when young people enter into Employment Service, a program of Employment Ontario and the Ministry of Training Colleges and Universities. This program is delivered through an organization operating in two sites in Ontario, Canada that I refer as the Urban Youth Centre and the Rural Branch. On paper, it looks like service providers are doing the same work across these sites because the organization as a whole uses the same intake texts to deliver this program and documents the same institutionally imposed outcomes. However, in practice people who work in these sites employ different interpretive schemas to map young people’s actual needs onto the pre-determined service outcomes. This occurs because of an unequal distribution and availability of social services within these organizational sites and the communities where they are located. In practice, these work processes obscure the identification and response to rural youths’ diverse needs. This article argues that the conditions under which the delivery of Employment Service unfolds are embedded in relations that differentially shape disadvantaged youths’ access to social resources.

CATEGORIES OF EXCLUSION: THE TRANSFORMATION OF FORMERLY INCARCERATED WOMEN INTO "ABLE-BODIED ADULTS WITHOUT DEPENDENTS" IN WELFARE PROCESSING
Megan Welsh

For people who have just been released from incarceration, the work of getting out and resuming life on the outside often includes numerous institutional contacts. Applying for and maintaining public assistance—cash aid and food stamps, commonly referred to as welfare—is a central component of what I call “reentry work.” I argue that discourses around welfare and punishment have perpetuated the erasure of formerly incarcerated women's experiences. Utilizing an institutional ethnographic perspective, I show how the work of applying for and maintaining welfare is organized around a standardized textual discourse of children, and women as caretakers of children. Formerly incarcerated women do not fit easily into such a category, thus they are systematically excluded from the assistance they need. I examine the multiple layers of unrecognized work juggled by these women, and suggest avenues for welfare reform.
INTERROGATING THE RULING RELATIONS OF THAILAND’S POST-TSUNAMI RECONSTRUCTION: EMPIRICALLY TRACKING SOCIAL RELATIONS IN THE ABSENCE OF CONVENTIONAL TEXTS
Aaron Williams and Janet Rankin

This paper discusses methodological strengths and challenges in doing institutional ethnographic (IE) research in communities devastated by the 2004 Indian Ocean tsunami in Southern Thailand. IE is a mode of inquiry used to describe institutional mechanisms of reconstruction, aid, and recovery and to show how recovery efforts affected real people and communities over time. The chaotic nature of a disaster zone, combined with the more common difficulties of conducting research in a developing region relying on a translator, posed various challenges in the conduct of this IE study. Textual data, one of the important tools used in IE research, were scarce and what texts emerged were unusual. Our study reveals a disordered and uneven aid distribution. We show how private interests and pressure for economic redevelopment coordinated government practices which could be portrayed as “corrupt.” Our paper highlights the strengths of the IE method in assessing reconstruction, aid, and recovery in a disaster zone by focusing on the everyday lives of people as they moved beyond the immediate turmoil. We discuss the methodological techniques used to uncover empirical data to support analytical work when actual texts were not available. Further, we describe how IE is an effective approach for examining peoples’ recall of past events, where experiences described can provide insights into the current social organization and ruling relations. These insights lead to our understanding of changes and developments that occurred in the landscape and in the community after recovery. We discuss how the reconstructed environment, including new buildings and signage, coordinated and changed people’s day-to-day activities and their ways of making a livelihood.

(UN)SAFE AT SCHOOL: PARENTS’ WORK OF SECURING NURSING CARE AND COORDINATING SCHOOL HEALTH SUPPORT SERVICES DELIVERY FOR CHILDREN WITH DIABETES IN ONTARIO SCHOOLS
Lisa Watt

Using institutional ethnography and its approach to mapping institutional sequences (Smith, 2005; Turner, 2006), this paper examines the social organization of School Health Support Services (SHSS) for children with diabetes in Ontario schools. The inquiry starts with my own situated experience as a mother of a child with diabetes starting kindergarten, and the trouble of curing the health supports necessary to care for my child’s health and safety while she is at school. The paper takes up two specific texts—the Community Care Access Centre (CCAC) Referral Form and the CCAC Medical Orders for Services at School—to explore and describe how I am drawn into the work of securing, advocating, and supporting the delivery of health support services for my child at school. The paper makes visible how the CCAC Medical Orders for Services at School is an authorized standardized text that stands in for and subdues parents’ experiential knowledge of what is needed to ensure the safety of children with diabetes at school. While the public school system in Canada is formally committed to the equality of access to education for every child without discrimination irrespective of the child’s health conditions and/or disabilities (Canadian Charter of Rights and Freedoms, 1982), what is shown is how parents’ voluntary and supplementary healthcare work and unauthorized knowledge is incorporated into the institutional complex of School Health Support Services and secures the safety of children with diabetes at school. Parents’ work and knowledge is essential for the institution of public schooling to operate as it does, and sustains the official ideal of equal and inclusive education for all. However, there is a difference between how and whether parents can deliver their knowledge and resources.

TOWARDS AN INSTITUTIONAL COUNTER-CARTOGRAPHY OF NURSES’ WOUND WORK
Nicola Waters

Under the banner of continuous quality improvement, process mapping has become an increasingly routine feature of healthcare administration. Driven by demands to improve efficiency through standardization, nurses’ knowledge of their often-unpredictable work is routinely changed to fit within graphical representations that depict it as objectively controllable. Tensions that arose as I attempted to apply my knowledge as a specialist nurse in the rapidly changing area of outpatient wound clinics formed the direction for my institutional ethnography (IE) inquiry. As a student new to IE, I encountered challenges as I tried to explain to my informants how Dorothy Smith’s alternative sociology offered a unique way to explicate how their work is being organized. Recognizing that confusion arose when the term “mapping” was used to identify a key analytic process in both quality improvement projects and IE, I searched for a way to articulate how the two approaches are distinct. Parallels and divergences I discovered between the focus of the “counter-cartography” movement and the problematic emerging in my own study helped me not only to
acknowledge my own participation in the ruling relations, but to better appreciate how using IE offered the potential to create a quite different picture of nurses’ wound work—one which challenges the official versions of their world on paper.

BOOK REVIEWS

This Changes Everything: Capitalism vs. the Climate.
Naomi Klein.
Reviewed by Sheila D. Collins.

The Black Power Movement and American Social Work.
Joyce Bell.
Reviewed by Wilma Peebles-Wilkins.

Inequality in the Promised Land: Race, Resources, and Suburban Schooling.
R. L’Heureux Lewis-McCoy.
Reviewed by Paul L. Tractenberg.

It’s Not Like I’m Poor: How Working Families Make Ends Meet in a Post-Welfare World.
Sarah Halpern-Meekin, Kathryn Edin, Laura Tach, & Jennifer Sykes.
Reviewed by Vanessa D. Wells.

Flawed System/Flawed Self: Job Searching and Unemployment Experiences.
Ofer Sharone.
Reviewed by Randall P. Wilson.

Becoming Bureaucrats: Socialization at the Front Lines of Government Service.
Zachary W. Oberfield.
Reviewed by Edward U. Murphy.

Out in the Union: A Labor History of Queer America.
Miriam Frank.
Reviewed by Ann S. Holder.