

LITERACY-MAKING IN INFECTION CARE NURSING EDUCATION



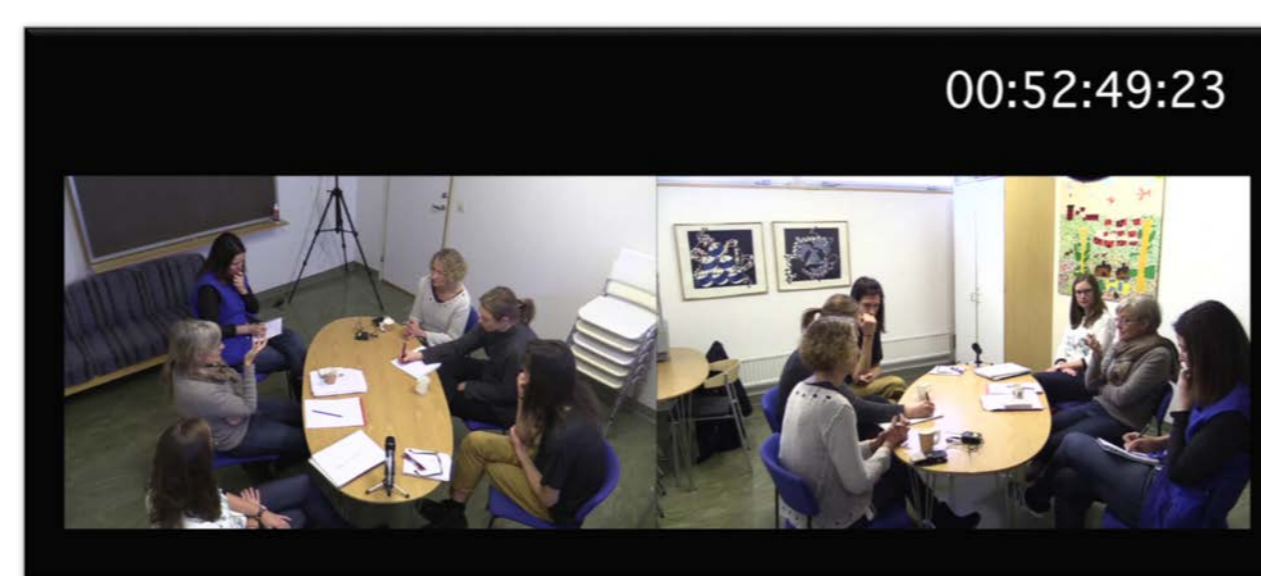
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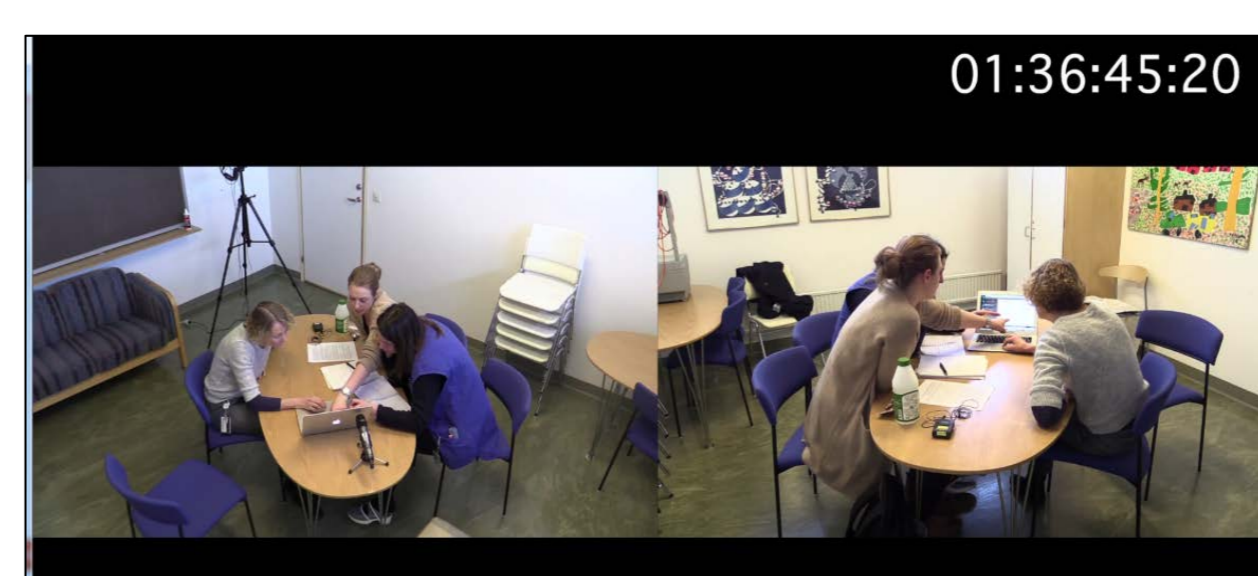
Infection care in a globalized world is characterized by significant considerations for sustainable development and high demands for individuals' medical science literacy. Infection care practice therefore implies: balancing critical factors and risks like global spread and control of viral disease; monitoring and fighting antimicrobial resistance; as well as managing distribution and prescription of medical resources. Everyday care situations, where individual professionals are to act and operate legitimately in accordance with medical routines, therefore demand insights and capacity enough to frame and respond to cases as perspectivized instances. Manifesting a reflective approach in terms of perspective-taking and readiness for alternative positions is therefore an essential part of professional nursing, and a sign of being literate.

Empirical material, analytical instances and early results

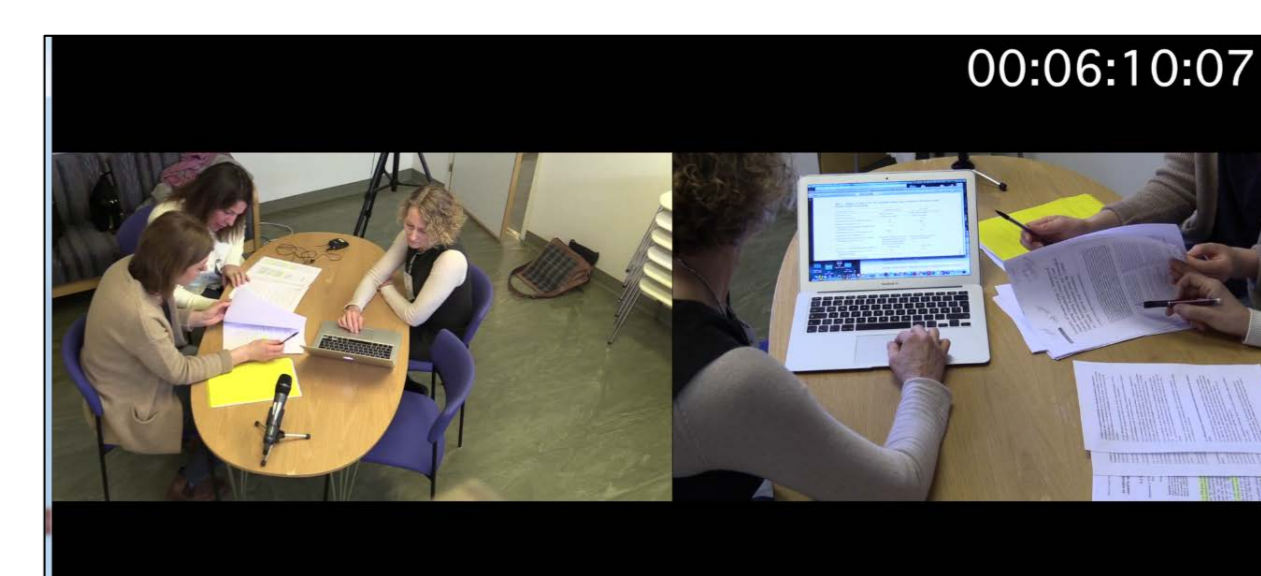
Setting and data: video-recorded text-based supervisory sessions in the context of an MSc-level module on Infection Care designed as academic, professional development for practising nurses from different fields of expertise. Draft versions of texts representing ongoing infection care projects are here presented, commented on and elaborated.



Supervisory session 1: Introducing the assignment and shaping emergent ideas for themes connected to the individuals' local work practices. Finding ways forward for the necessary work and settling a plan for action.



Supervisory session 2: Making reading concrete. Contrasting scientific perspectives with participants' local nursing practice. Attending to concerns of perspective-taking.



Supervisory session 3: Making distinctions between concrete perspectivized interests and attending to participant nurses' developing capacity to frame and handle perspectives

Video-recorded presentations

Oral presentations and final essays of project assignments are commented on and discussed by fellow participants.



Project presentations: framing institutional perspectives. Aligning literature and documented scientific findings with institutional requirements and routines for care situations.



Collegial critique: framing personal experiences and insights. Aligning project and presentation themes with concrete circumstances in participants' particular professional situations.

Individual and collaborative processes of perspective-taking

Processes of perspective-taking are in this research approached as semiotic, literate activities (Prior & Hengst, 2010; Prior, 2006; Prior, 1998/2013), mediated by participants' joint encounters with texts and textual formulations (Eriksson, 2014; Eriksson, 2015).

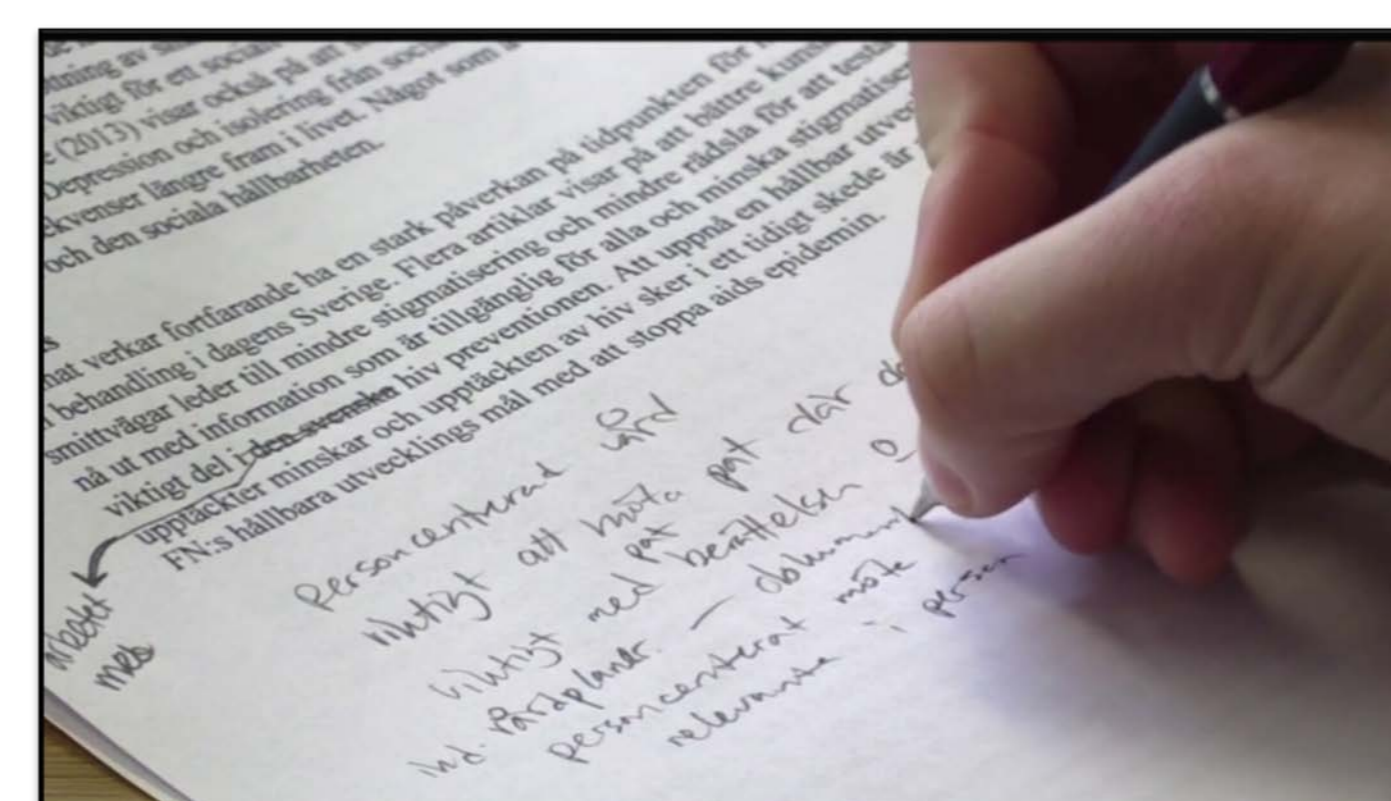
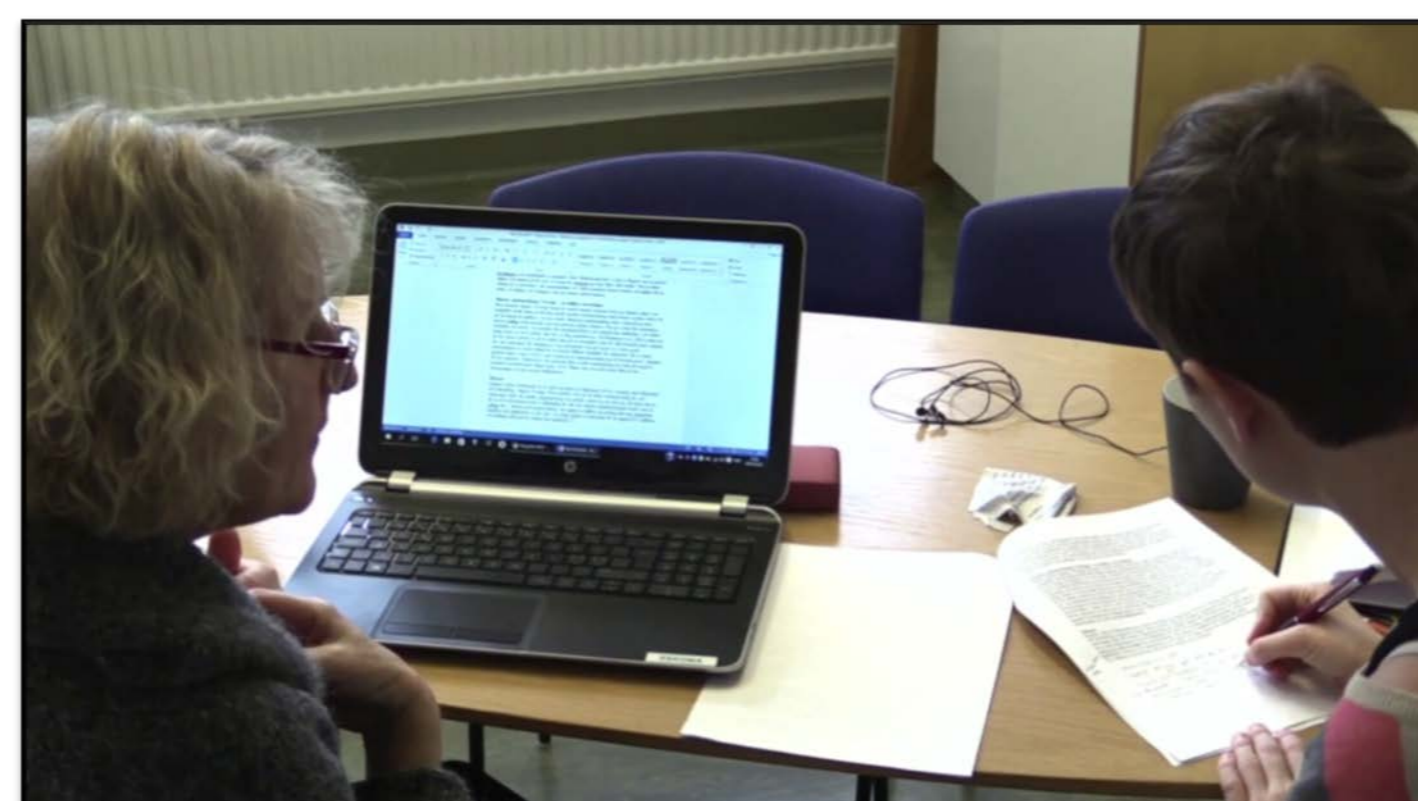
The analytical work attends to empirical instances where perspective-taking is initiated and interactively worked with. To

explore the specific role of text-based supervision as a site where perspective-taking is supported, specific sequences of textually mediated interaction (Mäkitalo, 2012) have been identified.

These instances are analysed in terms of interaction and communication to find how participant nurses and medical experts jointly recognize, test and manifest alternative positions.

Analytical considerations: studying literacy-making as textually mediated interaction

Unit of analysis: participants' joint activities. The study attends to responsivity and inter-subjectivity (Linell, 1998; Linell 2010) through details in the textually mediated social interaction during supervisory conversations.



Writing-based supervision in disciplinary areas of higher education

Further higher education marks a central arena of modern, professionalized knowledge societies (cf Nerland, 2018). Regarded from a policy perspective, such education manifests a concrete response to diversity in the workplace and an institutional arrangement designed to promote lifelong learning. Even if not explicitly taught, academic writing is often employed as an important means for teaching and learning in disciplinary settings of this kind. While writing-based instruction and supervision are well established areas of research, disciplinary and professional sites where knowledge practices and literacy-making unfold remains an exciting area to be analyzed.

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