

WORK AND INTERACTION IN NURSING

March 31-April 2, 2022. University of Fribourg (Switzerland)

Organizers

Esther González-Martínez (University of Fribourg) & Paul Drew (University of York).

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PROGRAM

We are organizing a 3-day workshop on nursing as a practical, situated activity, not the theory of nursing, nor policies regarding nursing, but a workshop to discuss studies of what nurses do in the course of their daily practical activities. The workshop will bring together an international group of scholars who are making direct observational studies of nurses' work routines, especially their interactions with other medical professionals as well as with patients. The workshop will enable us to share research findings through presentations of our latest research, and to develop our analytical methodology through more informal sessions working on one another's raw data (audio and video recordings). The observational methods that the presenters will have in common are multimodal and conversation analysis (CA). Our aim is to benefit from sharing our substantive findings with one another, exploring directions and topics of research from our various perspectives, and also from adopting a more comparative perspective through the interchange of scholars working in different countries, languages and (medical) cultures.

Direct observational research relying on multimodal and conversation analysis is widespread in applied studies of interactions in a range of medical settings, including primary care doctor-patient consultations (Heath, 1986; Heritage, Maynard, 2006; Stivers, 2007), psychotherapy (Peräkylä et al., 2008), anesthetic and surgical teams in operating rooms (Hindmarsh, Pilnick, 2002; Korhakangas et al., 2014; Mondada, 2014), pharmacy counseling (Pilnick, 2003), physiotherapy interactions (Parry, 2004; Schoeb et al., 2014), healthcare visitors' (Heritage, Sefi, 1992), neurology (Robson et al., 2016), neonatology (Shaw et al., 2019), well-child visits (Zanini, González-Martínez, 2015) and staff corridor conversations (González-Martínez et al., 2017) - among others. However, nursing and nursing practice has been relatively neglected both from this methodological perspective but also more widely in interaction research. This workshop will bring together researchers who are beginning to redress that imbalance and giving greater prominence to research on nursing. Face-to-face interaction and the situated organization of courses of action, by the participants, are crucial in this clinical domain (Mayor, Bietti, 2017). Research is beginning to encompass the novel areas into which nursing has expanded, including telemedicine and telephone helplines and triage, and the development of information and communication technologies (Leydon et al., 2013; Murdoch et al., 2015; Pappas, Seale, 2010). Work is done

through talk and bodily conduct that is highly specialized but should remain accessible for patients and non-clinical personnel (Kuruhila, Lehtimaja, 2019; Lopriore et al., 2019). The academization and professionalization of nursing and new healthcare management approaches (Allen, 2001; Lattimer, 2000) have also foregrounded nursing interactional practices related to work coordination and interprofessional communication (Caronia, Saglietti, 2018; Keel, Shoeb, 2016; Kurhila et al., 2019; Sterie, 2017). Revised articulation instruments - checklists, care plans, handovers and briefings - remain dependent on situated, contingent and concerted interactional practices (Bangerter et al., 2011; Jones, 2009). Multimodal and conversation analytic research provides detailed descriptions of these practices and inform training activities and job interventions based on recordings of naturally occurring interactions (Jones, 2007; Kjær, 2014; Parry et al., 2016).

We cannot cover all above-mentioned areas and topics in a 3-day workshop, but we can bring together researchers who have not previously had the opportunity of sharing and comparing findings and methods in this vital field of nursing, as those working in other medical areas have done. We invite a limited number of research teams in order to ensure as much time as possible is given to each contributor's presentation and data.

The workshop is organized in the framework of the series Situated Practices Seminar.

GOALS

We envision a small gathering that will be conducive to in-depth discussions. The goals are:

- For research teams to meet, exchange information about current research projects and identify possible areas of collaboration.
- To present and discuss data and analysis related to ongoing projects.
- To discuss the project of an edited book and/or journal special issue with a collection of papers based on data/analysis presented during the seminar.

SCHEDULE

Thursday, March 31	
1:00 pm	Welcome + Introductions Esther González-Martínez (University of Fribourg) and Paul Drew (University of York)
1:30 pm	Session 1. Data session <i>Coordinating care in a Hospital Resuscitation Team</i> Jeff Bezemer (University College London)
3 pm	Break

3:30 pm	<p>Session 2. Presentation + data session</p> <p><i>"Il y a x" (there is x) initial turns in recruitment activities between hospital co-workers</i></p> <p>Esther González-Martínez (University of Fribourg)</p>
5 pm	Summary
Friday, April 1	
9 am	<p>Session 3. Data session</p> <p><i>Nurse interaction in multi-party paediatric palliative care consultations</i></p> <p>Katie Ekberg (The University of Queensland) and Stuart Ekberg (Queensland University of Technology)</p>
10:30 am	Break
11 am	<p>Session 4. Data session</p> <p><i>Nursing students training in therapeutic group facilitation in psychiatry</i></p> <p>Evelyne Berger and Alexandra Nguyen (La Source School of Nursing, HES-SO University of Applied Sciences and Arts Western Switzerland, Lausanne)</p>
12:30 am	Lunch
1:30 pm	<p>Session 5. Data session</p> <p><i>Brokering doctor-patient understanding: a multimodal analysis of nurses' contribution in gynecological visits</i></p> <p>Marilena Fatigante, Cristina Zucchermaglio and Francesca Alby (Sapienza University of Rome)</p>
3 pm	Summary
Saturday, April 2	
9 am	<p>Session 6. Presentation + Data session</p> <p><i>Nurses' digital record keeping within interprofessional hospital meetings</i></p> <p>Sara Keel and Veronika Schoeb Mezzanotte (Haute école de santé Vaud, Lausanne)</p>
10:30 am	Break
11 am	Session 7. Presentation + Data session

	<i>Remote clinical assessments in nurse-led calls in nurse-led calls about COVID-19</i> Rebecca Barnes (University of Oxford) and Geraldine Leydon (University of Southampton)
12:30 am	Closing discussion (book proposal, follow-up events, etc.)

ABSTRACTS

Remote clinical assessments in nurse-led calls in nurse-led calls about COVID-19

Rebecca Barnes and Geraldine Leydon-Hudson

Our contribution is based on a dataset of 41 audio-recordings of nurse-led advice calls to patients who had recently contacted NHS 111, a 24/7 telephone service for urgent medical problems, with concerns about respiratory illness. The nurses in our dataset were employed by two out-of-hours service providers in the South and West of England. The call recordings were made between July 2019 and April 2020 and accessed retrospectively with consent from patients or their caregivers (where appropriate).

Our focus here is on the achievement of remote clinical assessments by nurses over the telephone before and during the novel coronavirus disease 2019 (covid-19) pandemic. For nurses working out-of-hours, telephone calls are not a new way of interacting with patients. Pre-covid 19, advice calls were used to triage patients seeking urgent medical care out-of-hours in terms of their need for in-person clinical assessment, either at a primary care treatment centre or in their own homes. During the first wave of the covid-19 pandemic, NHS 111 became the gateway for all patients seeking urgent medical care, both in-hours and out-of-hours, and clinical advice calls became the most common modality for the clinical assessment of symptoms.

Coordinating care in a Hospital Resuscitation Team

Jeff Bezemer

In this session I'll be presenting video excerpts of high fidelity, in-situ simulations of resuscitations in a paediatric Intensive Care Unit in a London hospital (5 sessions, 6-8 participants, 15 mins each). Resuscitation teams include a range of health professionals, including nurses. We'll explore how team members coordinate their work through multimodal communication.

Most of the literature on resuscitation is focused on the role of the team leader, and in particular on their use of verbal means of coordination. I'd like to draw attention to the role of the nurses and the multimodal means they use to coordinate their actions with those of the other team members.

"Il y a x" (there is x) initial turns in recruitment activities between hospital co-workers

Esther González-Martínez

My study is based on conversational and multimodal analysis of two corpora of social interactions, often involving nurses, between hospital co-workers. I am examining sequences of talk that speaker A initiates with a brief factual declarative that has the form "il y a x", "there is x" in French; for instance, they say "there is an emergency" or "there is the daughter of Miss Feng who is there".

In their turn, speaker B commits to an immediate action that is responsive to the asserted state of affairs; they say "I am going to see" or "I am coming" for instance. The "*il y a x*" initial turn call a co-worker's attention to something going on in the hospital care unit, which has practical implications for them. It leaves to the recipient to: a) state a responsive action to be carried out and b) take responsibility for it/for saying it. The analysis aims at contributing to the understanding of recruitment as the outcome of interactional methods securing involvement and tacitly achieving work coordination. The examined method is not unique to the studied hospital contexts but plays out in specific local interactional environments whose features I am also trying to identify.

Nurse interaction in multi-party paediatric palliative care consultations

Katie Ekberg and Stuart Ekberg

Our study of nurse-child interaction is part of a broader study examining how children with a life-limiting condition communicate with clinicians and family within paediatric consultations. The corpus consists of 82 paediatric palliative care consultations with children complex and life-limiting conditions, including face-to-face outpatient, inpatient, telehealth, and home-visit consultations. Nurses have an important role within palliative care and are often present for these consultation in conjunction with other healthcare professionals (e.g., doctor/consultant, occupational therapist, social worker, etc.). Within consultations, nurses often interact with the child patient even when other healthcare professionals are focused on conversations with adult family members. We are interested to explore this nurse-child interaction for how nurses interact/engage with the child (who may or may not verbally communicate), how nurses switch between child-directed and adult-directed conversation, and the various actions/activities accomplished by nurses within the consultations.

Nursing students training in therapeutic group facilitation in psychiatry

Evelyne Berger and Alexandra Nguyen

In this data session, we will bring data from nursing students training in therapeutic group facilitation in the field of psychiatry. The data consist of 8 videorecorded simulated therapeutic group involving two students and 2-3 simulated patients with a real experience of psychiatric trouble. Each simulation lasts about 20 minutes. Previously to the simulation, the students have followed a 10 hours-long online course where they learned about therapeutic group facilitation skills, the therapeutic program itself (PEPS – enhancing positive emotions for people with schizophrenia), as well as some aspects of social interaction (epistemic and affect management). The video recordings are analyzed at a later stage in data sessions with the group of students. In this data session, we will focus on the opening stage of the simulation, and namely how participants introduce themselves to one another.

Brokering doctor-patient understanding: a multimodal analysis of nurses' contribution in gynecological visits

Marilena Fatigante, Cristina Zucchermaglio and Francesca Alby

The focus of the study is the nurse's contribution as relevant to the construction of doctor-patient understanding in the specialized setting of the gynecological visit with pregnant women. Data include 10 video recorded interactions collected in a public hospital in Rome, Italy. The group of patients includes both Italian and immigrant patients, non-native speakers of the Italian language.

Adhering to a perspective that lodges participation into situated activity (Goodwin, Goodwin, 2004; Suchman, 1996) we will analyze participants' - particularly, nurses' - gaze orientation in the multiparty gynecological consultation, taking into account the temporal dynamics of multimodal actions (De Stefani, Mondada, 2007), as well as their being anchored to both the interpersonal context and the material surroundings (e.g., objects and artifacts in the consultation room, relevant for the organization of their actions).

Analyses indicate that, by means of gaze and other multimodal markers of engagement, nurses help bridging understanding between the doctor and the patient and help bridging the institutionality of the medical visit with the ordinariness of the event as an interpersonal social encounter.

Nurses' digital record keeping within interprofessional hospital meetings

Sara Keel and Veronika Schoeb Mezzanotte

The data-session is part of a larger study that aims at identifying interprofessional meeting practices contributing to successful and efficient interprofessional teamwork. Based on audio-visual recordings of interprofessional meetings taking place in three distinct hospitals, the study adopts a multimodal conversation analytic approach. The data-session focuses on sequences in which the nurse in charge of digital record keeping, either the head nurse (hospital A) or the liaison nurse (hospital C), produces requests for clarification. Analyzing participants' interactive handling of the requests, the data-session aims at revealing their distinct interactive implications on the further course of interaction. The introduction to the data-session will provide some contextual elements regarding the two hospitals (A and C), in which the examined record-keeping sequences take place.

PRESENTERS

Francesca Alby is Associate Professor of Social Psychology at Sapienza University of Rome. She studies communication in medical settings and social interaction in workplaces and everyday settings. Her recent research focused on communication practices in oncology units and has been published in *Sociology of Health and Illness*, *Social Science & Medicine*, *Patient Education and Counselling*.

Rebecca Barnes is a Senior Qualitative Researcher in the Nuffield Department of Primary Care Health Sciences, University of Oxford. She is Co-Principal Investigator with Geraldine Leydon-Hudson for the 'Out-of-hours Prescribing: Enhancing Communication' project (OPEN), a National Institute for Health School for Primary Care Research funded study about the management of common infections out-of-hours. Rebecca's research focuses on the application of conversation analytic methods in primary care. Her previous work includes a comparative study of nurse-led versus GP-led telephone triage for same day appointments in general practice.

Evelyne Berger is Lecturer UAS at La Source Nursing School, University of Applied Sciences and Arts Western Switzerland (HES-SO), Lausanne since 2020. She has worked previously in the field of applied linguistics where she has studied social interaction and language learning in different institutional and informal contexts (school, ordinary conversation, domestic work).

Jeff Bezemer is Professor of Communication in the Institute of Education, University College London. He has studied teamwork in elective surgery, exploring issues such as the transfer of objects, the recruitment of assistance, and work-based learning. Recent book publications include *Multimodality, Learning and Communication: A Social Semiotic Frame* (with Gunther Kress) and *Introducing Multimodality* (with Carey Jewitt and Kay O'Halloran).

Paul Drew is a Professor at the University of York whose research includes the basic communicative processes and practices of ordinary interaction as well as the more specialised interactions in medical institutional/organisational settings as primary care, oncology, neurology (epilepsy, dementia), neonatology, and telephone therapy.

Katie Ekberg is a Senior Research Fellow at Queensland University of Technology. She uses conversation analysis to examine various primary and allied healthcare interactions. She has examined nurse-patient interaction within the contexts of phone calls to a national cancer helpline in the UK and, more recently, within paediatric palliative consultations in Australia.

Stuart Ekberg is a Senior Lecturer at Queensland University of Technology. Most of his conversation analytic research examines healthcare interactions. This includes analysis of interactions involving nurses in health helplines and paediatric palliative care.

Marilena Fatigante is Assistant Professor in Social Psychology at Sapienza University of Rome, Italy. Research interests include the study of interaction in healthcare setting (particularly, gynecology and oncology). Previous work on nursing include the analysis of laughter in doctor-patient -nurse interaction and the analysis of nurses' attitudes toward touch in focus groups.

Esther González-Martínez is a Professor of Sociology at the University of Fribourg. Her research focuses on the analysis of social interactions in institutional settings, including several projects on nurses' work and communication practices conducted in partnership with Swiss hospitals and nursing schools.

Sara Keel is Head of International Affairs and research project manager at the School of Health Sciences (HESAV), HES-SO University of Applied Sciences and Arts Western Switzerland. By adopting ethnomethodology and conversation analysis, she conducts research projects that investigate interactants' competent participation in the interactive, embodied and situated production and organization of socialization, family, migrants' press conferences, interprofessional meetings and the use of digital tools within ambulatory physiotherapy.

Geraldine Leydon-Hudson is a Professor in the Primary Care Research Centre at Southampton University. She is Co-Principal Investigator with Rebecca Barnes for the OPEN Project. Geraldine's research uses a range of qualitative research methods to understand and improve the patient experience, with a focus on communication. Her previous work includes conversation analysis of calls between cancer nurses and callers to the UK telephone helpline run by the specialist cancer charity Macmillan Cancer Support.

Alexandra Nguyen is Faculty Dean and Full Professor UAS at La Source Nursing School, University of Applied Sciences and Arts Western Switzerland (HES-SO), Lausanne. Psychiatric nurse and family therapist in the first part of her career, she then turned to professional training in the health and social fields. Doctor in Educational Sciences, her work has focused on health

professionals' social interactions in different settings: supervision sessions in psychotherapy training and therapeutic group facilitation in psychiatry.

Veronika Schoeb is Professor and Director of Research at the School of Health Sciences (HESAV), University of Applied Sciences and Arts Western Switzerland (HES-SO). Her research interests lie in the areas of healthcare communication and interprofessional collaboration, and she has undertaken several studies using CA in healthcare interactions, including professions such as nursing, medicine and physiotherapy.

Cristina Zucchermaglio is Full Professor of Social Psychology at Sapienza University of Rome where she is Head of the Interaction & Culture Laboratory (LInC). She specializes in ethnographically based field studies of social interaction and organization of cognition in everyday settings such as: school, families, high-tech companies, sport teams, children's homes and hospitals. Her recent research articles on medical communication and reasoning have been published in: *Journal of Cancer Education*; *Sociology of Health and Illness*; *Mind, Culture and Activity*; *Social Science & Medicine*; *Written Communication*; *Patient Education and Counselling*.

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PRACTICAL INFORMATION

Online participation will be possible in the event of travel restrictions, or other practical contingencies, at the time of the workshop; links will be sent by separate email on Wednesday 30th.

Seminar's venue

The seminar will take place in room B207 in the PER21 building at the University of Fribourg (Pérolles campus), Boulevard de Pérolles 90, 1700 Fribourg:

<https://www.unifr.ch/map/fr/plans/perolles.html>

Seminar's webpage

<https://projects.unifr.ch/grips/en/events/situated-practices-seminar-21.html>

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