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## **Encouraging a feeling of a community of practice in a research school with a specialized aim of compulsory and forensic psychiatric care – a research proposal**

Encouraging a feeling of a community of practice in a research school with a specialized aim of compulsory and forensic psychiatric care – a research proposal

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A new doctoral program funded by the Swedish Research Council, has a focus on compulsory and forensic psychiatric care, topics that are highly relevant within each national context but often hindered by generalizability in other countries. At the same time, the topic is crucial to the understanding of society and democracy and how the legal frame and human rights are managed in a professional way. There is a lack of knowledge about how clinicians doing doctoral studies form communities of practice within a narrow field of important societal research.

The aim of this research project is to map doctoral students' understanding of research within compulsory and forensic psychiatric care and how learning activities can encourage a sense of becoming a part of a community of practice that both is involved in research and clinically managing patients in compulsory and forensic psychiatric care. The theoretical framework of Lave and Wenger<sup>1</sup>, laid out over twenty years ago will be used

to inform the data collection and interpretation taking into account newer research in the field that may be more appropriate for healthcare<sup>2</sup>.

In the poster, we will present how the doctoral program is organized and how the group of teachers have designed common activities for the school. Furthermore, a proposal of how essay questions to enter the school will be used in a content analysis to guide discussions and prepare seminars on these topics.

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1) Jean L & Wenger E. (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.

2) Li LC, Grimshaw JM, Nielsen C et al. Evolution of Wenger's concept of community of practice. *Implementation Sci* 2009; 4: 11.