



INSTITUTE OF NEUROSCIENCE AND PHYSIOLOGY

SN00051, International perspectives: methods and theoretical pathways for researchers in compulsive and forensic psychiatric care, 3 credits

Internationella perspektiv: metoder och teoretiska vägval för forskare i tvångs- och rättspsykiatrisk vård, 3 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation

This syllabus was confirmed by the Council for PhD Education at Sahlgrenska Academy on 2025-03-24, and is valid from Autumn semester 2025.

Responsible Department

Institute of Neuroscience and Physiology, Sahlgrenska Academy

Entry requirements

Enrolled in doctoral education or holding a PhD in a relevant subject. The course is an elective course within the doctoral education at the Sahlgrenska Academy.

Learning outcomes

The overarching course aim is to increase the doctoral student's theoretical and methodological knowledge in the selection of research design and questions when conducting research within the context of compulsory and forensic psychiatric care in different countries. After completing the course, the doctoral student will have gained knowledge of advantages and disadvantages concerning necessary theoretical and methodological considerations when formulating research design and questions within their research area in different countries. The aim is also for the doctoral student to gain knowledge and experience of developing their own research project's design and questions to contextual conditions in different countries.

Knowledge and understanding

- To recount similarities and differences between different countries regarding legal

frameworks and practical conditions for research on assessment and care within forensic/compulsive psychiatric context

- To recount how legal and practical conditions impacts and/or constrains the theoretical and methodological choices available in research conducted within the forensic/compulsory psychiatric area in various countries.

Competence and skills

- Ability to apply their obtained knowledge of theoretical and methodological choices available depending on various contexts (i.e. different countries and in forensic vs. non-forensic compulsory care).

Judgement and approach

- Showed ability to flexibly alternate between different international perspectives/practical conditions when identifying central obstacles for investigating various research questions within the compulsive/forensic psychiatric care context.

Course content

Clinical researchers from different countries will present their research from various phases of forensic/compulsory psychiatric care. Students will advance their knowledge regarding available theoretical and methodological choices within this research. Students will learn to apply this knowledge into practical considerations using their own, and their co-students', research projects. The course meetings, a lecture followed by a moderated discussion, are held over one year. Between meetings, students will develop a document, applying the lecture's content and discussion to their own research. They will obtain collegial feedback after each meeting. This document, and feedback on other students' projects, will be graded and forms one part of the course's examination. During the last course meeting, each student presents the document and its progression.

Types of instruction

The course consists of six course meetings over the span of one year. Each session lasts for two hours, including a one-hour lecture followed by a one-hour discussion. All teaching is conducted digitally and in English. The course will include both Swedish and Canadian participants. Based on their dissertation projects, students will throughout the year provide written reflections on theoretical and methodological choices, considering how these choices would apply in the context of other countries. Students will both give and receive continuous peer and teacher feedback on their written work during the course. The ongoing submission of these written assignments is mandatory and forms the foundation for the final document that students will submit for written examination at the end of the course. They will also present this document orally during the final course session (for the oral exam). A passing grade requires approval of the written document, the oral presentation, and active participation in providing peer feedback on other students' projects throughout the course.

Language of instruction

The course is given in English

Grades

The grade Pass (G) or Fail (U) is given in this course.

Types of assessment

Mandatory attendance and active participation in all course sessions. A compensatory assignment will be given for absence from one session. If a student misses two or more sessions, they must retake the course. The written examination is conducted continuously through the student's provision of peer feedback on other students' texts, as well as through the submission of a final document at the end of the course. In this final document, the student is expected to refine their own research project based on their newly acquired knowledge and the peer feedback received throughout the year. It is therefore mandatory to provide written feedback on a fellow student's text after each course session during the course. If feedback is not submitted, a compensatory assignment will be required. The oral exam, where the student presents their document and their research project's progress over the year, takes place during the final course session.

If a PhD student, who has been failed on the same examining course component twice, requests a change of examiner before the next examination session, a request of this kind should be sent in writing to the department responsible for the course, and granted, unless there are special reasons to the contrary (Chapter 6, Section 22, Higher Education Ordinance).

Course evaluation

A written course evaluation is conducted after course completion.

The course evaluation will be provided both as a written questionnaire (joint for Sahlgrenska Academy) and orally as a discussion between the students and the course leader(s). The course responsible teacher compiles analysis of the course evaluation and makes suggestions for further development of the course. The result and any changes in the set-up of the course shall be communicated both to the students that carried out the evaluation and to the students who are about to start the course.