**Title:** CoPiNG: Creating a **C**ommunity **o**f **P**ractice **i**n a PhD **N**ursin**G** Program

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The concept of community of practice (CoP) was first defined in 1991 by Lave and Wenger and has particular relevance to nursing. This theory has impacted our collective and individual work as students engaged in a Canadian PhD program in nursing. A CoP can be formed intentionally or incidentally, and includes members who actively interact, learn, and share information.[1] Learning is defined as a social process that is embedded within the larger social context.[2] This involves thinking together as a process that creates and enlivens a community through "interlocked-indwelling", whereby community members intensively learn together and from each other in practice. [3] Knowledge is shared both tacitly and explicitly in response to shared interests and concerns. Given the organic nature of CoP, there are no stringent how-to-steps but rather key principles to consider when cultivating CoP. In our presentation, we will share how we have defined our CoP according to the three structural elements of CoP:

- *Domain:* our shared interest is our pursuit of a PhD in nursing
- *Community:* the group and its setting (virtual meetings)
- *Practice:* our structured learning agenda, and the knowledge developed collectively by the community

We will reflect on how we have adapted Wenger[4] et al.'s principles to our CoP in our quest to cultivate a thriving practice and develop a rich source of support and shared inquiry. We have begun to experience a collective attention,[5] not only to our individual research pursuits, but also to the CoP as its own developing entity. We hope to ignite dialogue and discuss the ways in which our experience may be an exemplar for other groups of students seeking to build their own CoP.

**Word count: 275**

**References:** [1]Farnsworth et al. (2016); [2]Risling & Ferguson (2013); [3]Pyrko et al. (2017); [4]Wenger et al. (2002);[5]Sanders et al. (2020)