

Symposium | Cultural Psychiatry : [Symposium 80] Medical Education: Challenges and Advancements

📅 Sun. Sep 28, 2025 9:00 AM - 10:30 AM JST | Sun. Sep 28, 2025 12:00 AM - 1:30 AM UTC 🏢 Session Room 3  
(Large Hall A)**[Symposium 80] Medical Education: Challenges and Advancements**

Moderator: Norio Furukohri (Dokkyo Medical University)

**[SY-80-02] Toward Competency-Based Medical Education for Psychiatrist Training in Taiwan**\*Cheng-Sheng Chen<sup>1</sup> (1. Kaohsiung Medical University, Kaohsiung, Taiwan (Taiwan))

Keywords : Psychiatry、 competency based medical education、 Taiwan

The rapid evolution of psychiatric practice in Taiwan, driven by demographic shifts, increasing mental health demands, and integration of neuroscience with psychosocial care, has highlighted the need for a transformation in postgraduate psychiatric education. Traditional time-based training, which emphasizes duration of exposure rather than demonstrated competence, is increasingly insufficient for preparing psychiatrists to meet complex societal and clinical challenges. Competency-Based Medical Education (CBME), with its learner-centered, outcome-oriented framework, offers a promising model to ensure psychiatrists develop the knowledge, skills, and professional attitudes required for modern mental health care. This paper explores the rationale, challenges, and opportunities for implementing CBME in psychiatry specialty training in Taiwan. Core competencies—including patient care, medical knowledge, professionalism, communication, collaboration, systems-based practice, and lifelong learning—are discussed in the context of Taiwan's unique cultural, healthcare, and educational environment. We propose an adaptation of international frameworks, such as CanMEDS and ACGME milestones, to align with local needs, particularly the integration of community psychiatry, aging-related mental health care, suicide prevention, and digital psychiatry. Implementation requires robust curriculum design, clear entrustable professional activities (EPAs), structured workplace-based assessments, and faculty development to support competency-focused teaching and evaluation. Equally important are governance structures that ensure accountability, accreditation, and continuous quality improvement. Potential barriers, such as resource limitations, resistance to change, and balancing service with training needs, must be addressed through phased introduction, stakeholder engagement, and alignment with national health policies. By adopting CBME, Taiwan has the opportunity to cultivate psychiatrists who are not only clinically competent but also adaptive leaders capable of advancing mental health care and responding to emerging societal needs. This paradigm shift represents a critical step toward strengthening psychiatric education and enhancing the quality and accessibility of mental health services across Taiwan.