

## 2025年9月25日(木)

### Educational Lecture

■ 2025年9月25日(木) 13:00 ~ 13:50  Session Room 1 (Main Hall A)

### [Educational Lecture 1] Psychotherapy Education for Medical Students

Moderator: Kang Seob Oh (Sung Kkyun Kwan University)

[EL-1]

#### Psychotherapy Education for Medical Students

\*Yong Chon PARK<sup>1</sup> (1. Emeritus professor at HanYang University, KOREA (Korea))

### Educational Lecture

■ 2025年9月25日(木) 13:50 ~ 14:40  Session Room 1 (Main Hall A)

### [Educational Lecture 2] Latin American Masters of Cultural Psychiatry

Moderator: Yu Abe (Yotsuya Yui Clinic)

[EL-2]

#### Latin American Masters of Cultural Psychiatry.

\*Sergio Javier Villaseñor-Bayardo<sup>1</sup> (1. Universidad de Guadalajara. México (Mexico))

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## [Educational Lecture 1] Psychotherapy Education for Medical Students

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### [EL-1] Psychotherapy Education for Medical Students

\*Yong Chon PARK<sup>1</sup> (1. Emeritus professor at HanYang University, KOREA (Korea))

キーワード : psychotherapy、medical education、medical students、psychotherapy educational model

I will introduce psychotherapy training to medical students to bridge the gap between theoretical knowledge and practical experience. Although students had learned about various psychotherapy modalities in the classroom, they lacked exposure to real-life psychotherapy sessions. To address this, I implemented an educational procedure within the psychiatry department. In this setup, one student assumed the role of a patient while others observed a single-session psychotherapy conducted by the professor. This immersive approach elicited diverse emotional responses from students—some were deeply moved, shedding heartfelt tears, while others expressed bewilderment at the intensity of the experience. One particularly striking comment came from a student who shared, "That evening, I was able to hold my father's hand and forgive him after expressing my murderous rage against him during the psychotherapy session." This presentation will outline effective methods for conducting single-session educational psychotherapy. The focus will be on creating a safe and impactful environment where students can witness and internalize the therapeutic process. By fostering emotional engagement and reflective learning, this approach not only enhances students' understanding of psychotherapy but also catalyzes personal growth and empathy—qualities essential for future psychiatrists.

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## [Educational Lecture 2] Latin American Masters of Cultural Psychiatry

Moderator: Yu Abe (Yotsuya Yui Clinic)

### [EL-2] Latin American Masters of Cultural Psychiatry.

\*Sergio Javier Villaseñor-Bayardo<sup>1</sup> (1. Universidad de Guadalajara. México (Mexico))

キーワード : Cultural psychiatry、LATin America、MAsters

From this *orbis novus* we want to show our contributions to the development of Cultural psychiatry. It should be noted that Latin America represents the confluence of creative force, imagination, passion, vitality, reason, culture and science, all poured into the same crucible, challenging, with an eye toward the future, the reducing and parceling criteria of knowledge. We evidently consider that the fruit of the work of these Latin American masters of cultural psychiatry is a contribution from “Our America Mestiza”, an open and generous contribution that awaits a reciprocal response from the rest of the world. From the continent of possibilities, from the land of the future, without ignoring the present, we share the contributions of some pioneering figures in our discipline. Latin American psychiatry has had a greater development in anthropological and cultural aspects than in the purely biological. Some Latin American psychiatrists have stood out for the quality of their research and publications. In this lecture I will speak about Dr. Mario Gabriel Hollweg, from Bolivia, Dr. José Ángel Bustamante O’Leary, from Cuba, Dr. José Luis Patiño Rojas and Sergio J. Villaseñor from Mexico, Dr. Honorio Delgado and Carlos Alberto Seguín from Peru and Cristina Chávez from Guatemala. As Alarcón points out: Latin American psychiatry neither wants nor should be an outsider in the mythical “global village” of the future; On the contrary, she wants and must have access credentials that guarantee respect and acceptance. It fully participates in a core set of knowledge and practices, common to the discipline at all latitudes, welcomes contributions from outside in the name of a healthy universalism and constructive fusion, and must share its achievements and experiences with that global conglomerate of colleagues dedicated to specific fields. and similar actions.