

Poster

📅 Sun. Sep 28, 2025 2:00 PM - 3:00 PM JST | Sun. Sep 28, 2025 5:00 AM - 6:00 AM UTC 🏛️ Poster Session (Foyer 1)

Poster 27

[P-27-01]

Exploring the Dynamics of Acceptance of Violence among Junior High School Students in Post-Conflict Area Maluku

*Farizka Akhena Helmy^{1,2}, Sherly Saragih Turnip^{1,2}, Fitri Fausiah^{1,2} (1. Research of Community Mental Health Initiative (RoCMHI) (Indonesia), 2. Universitas Indonesia (Indonesia))

[P-27-02]

Dedicated Teaching Clinics as a Pathway to Positive Mental and Professional Well-Being in Psychiatry

*Soon Hong Lee^{1,2}, Teck Hwee Soh², Cecilia Sze Nga Kwok² (1. MOHH, Singapore (Singapore), 2. Singapore General Hospital (Singapore))

[P-27-03]

Psychiatry in art: The Scream of Edvard Munch

*Michael Yafi¹ (1. UTHealth, The University of Texas Health Science Center in Houston (United States of America))

[P-27-05]

Acceptance and Understanding of the Evolutionary Theory in Medical Students, Interns and Residents: Comparison Between Medical Majors and Non-Medical Majors

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[P-27-06]

Impact of the Course for Academic Development of Psychiatrists (CADP) on Work Motivation among Early-Career Psychiatrists: A Mixed-Methods Study

*Toshihiro Shimizu^{1,2}, Junko Kitaoka^{1,3}, Ken Suzutani^{1,4}, Yuto Satake^{5,6}, Masahide Koda^{1,7}, Izumi Kuramochi^{1,8}, Norman Sartorius⁹ (1. Certified Non-Profit Organization Japan Young Psychiatrists Organization (JYPO) (Japan), 2. Local Incorporated Administrative Agency, Saitama Prefectural Hospital Organization, Saitama Psychiatric Hospital (Japan), 3. Public interest incorporated foundation, Fukkoku Tarumi Hospital (Japan), 4. Department of Psychiatry, Aizu Medical Center (Japan), 5. Department of Psychiatry, Osaka University (Japan), 6. Division of Psychiatry, University College London (UK), 7. Co-Learning Community Healthcare Re-Innovation Office, Graduate School of Medicine, Okayama (Japan), 8. Department of Epileptology and Psychiatry, National Center of Neurology and Psychiatry (Japan), 9. Association for the Improvement of Mental Health Programs (AIMHP) (Switzerland))

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Keywords : Acceptance of violence, Interpersonal violence, Adolescence, Junior high school, Post-conflict area

Interpersonal violence is among the leading causes of disability-adjusted life-years (DALYs) in adolescence worldwide. Adolescents in Maluku—one of the post-conflict areas in Indonesia—are exposed to high levels of violence. Exposure to violence contributes to the risk of perpetration and victimization in later life through the role of acceptance of violence. This could account for the ongoing cycles of violence in society. Furthermore, perpetration and victimization of violence among adolescents can contribute to long-standing mental health problems that persist through adulthood.

This study aims to explore the dynamics of acceptance of violence among junior high school students in Maluku using social learning theory. This qualitative study involved 17 focus group discussions (N= 87 students) to collect the data. Participants were recruited through non-probability convenience sampling from 11 junior high schools across six villages in Salahutu District, Central Maluku.

Using template analysis, findings indicate that most adolescents have been exposed to violence across multiple contexts in their daily lives. This includes the use of violence in students' neighborhoods, family, school, and among peers. Findings show that the dynamics of acceptance of violence among adolescents can be explained through the four concepts of social learning theory. It was found that most students tend to accept, even support, the use of violence in certain situations. This includes the use of verbal and physical violence among peers and the use of corporal punishment from teachers or parents. These results suggest an urgent need for collaborative efforts in breaking the cycle of violence.

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[P-27-02] Dedicated Teaching Clinics as a Pathway to Positive Mental and Professional Well-Being in Psychiatry

*Soon Hong Lee^{1,2}, Teck Hwee Soh², Cecilia Sze Nga Kwok² (1. MOHH, Singapore (Singapore), 2. Singapore General Hospital (Singapore))

Keywords : Educational Psychiatry, Clinical Psychiatry, Residency Training

Background: Junior doctors often face stress and anxiety due to lack of confidence and uncertainty. In Singapore, post-graduate medical education is traditionally on-the-job learning rather than structured teaching. This poses challenges in psychiatry, where medical school exposure is limited, and history-taking and management differ from other specialties. Confidentiality concerns also make it less common for junior doctors to observe seniors. Teaching clinics in other specialties have balanced education with clinical workload effectively, but this has not been explored in psychiatry locally.

Methods: In August 2022, a weekly teaching clinic was introduced at the Department of Psychiatry, Singapore General Hospital. Junior doctors rotating for 3–6 months ran the clinic alongside a consultant psychiatrist, managing new referrals and receiving feedback on clinical and communication skills.

Results: Between August 2022 and December 2024, 14 junior doctors (aged 26–35, psychiatry experience 0–5 years, medical experience 2–9 years) participated in surveys before and after the clinics. They were most concerned about handling difficult patients (12/14), misdiagnosing (12/14), and prescribing incorrect treatment (11/14). Confidence correlated most strongly with psychiatry experience. Thirteen found the clinics helpful, with the least confident doctors improving in 2–5 areas. The most notable gain was in formulating management plans, with one-quarter reporting increased confidence. Those with the least psychiatry experience benefited most. Eight consultant psychiatrists surveyed found supervising valuable, as it provided insight into junior doctors' strengths and weaknesses, enabling better-tailored teaching.

Conclusion: Teaching clinics offer a structured and supportive way to introduce clinical psychiatry while contributing to workload. They promote learning, stress reduction, and social support but require significant senior doctor involvement. Prioritizing junior doctors newer to psychiatry may maximize benefits.

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[P-27-03] Psychiatry in art: The Scream of Edvard Munch

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Keywords : Art, Edvard Munch, Anxiety

The artworks of Edvard Munch are often used as an example of the association between creativity and mental illnesses. His most famous painting, *The Scream*, is always considered as an example of anxiety disorder in art. *The Scream* is an example of autobiography in art, as the artist sensed an "infinite scream passing through nature". The background of the painting clearly shows unsettled curves, corresponding to human body curves, representing anxiety. Traumatized by the death of his mother when he was only five-year old [*The Dead Mother*, *Death and a Child*], Munch remained scarred throughout his life. He lingered in a neurotic - childhood fixated state all through adulthood. In the first stage of childhood psychological development, trust versus mistrust is the rule. Munch as a child never successfully developed trust, he never felt safe and secure in the world. Death continued to haunt Munch, his sister died when he was around 14 the scene of illness in [*The Sick Child*] shows this clearly: a pale, frail girl looking for help while an adult person, knowing that death was on its way, was next to her in a silent breakdown despair. Munch himself almost died of tuberculosis (which killed his mother and sister). This vivid image kept haunting him throughout his life, as he made a series of six similar paintings throughout 40 years. The two paintings [*At the Death Bed*] and [*Death in the Sickroom*] were also a reflection of the artist's struggle with death that kept him hanging between the nightmares of the past and the uncertainties of the future. Munch remained a child, he sought happiness and he tried to understand life [*The Dance of Life*, *Dance on the Shore*] but his depression and anxiety led him to alcoholism and social isolation.

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[P-27-05] Acceptance and Understanding of the Evolutionary Theory in Medical Students, Interns and Residents: Comparison Between Medical Majors and Non-Medical Majors

*Won Kim¹ (1. Department of Psychiatry, Sanggye Paik Hospital, Inje University School of Medicine. (Korea))

Keywords : medical education、 evolutionary theory、 biology

Objectives: Evolutionary theory is an important biological principle that can be applied in biology and medicine. On the other hand, education on evolution is not widely conducted in medical education. Therefore, this study compared the acceptance and understanding of the concept of evolutionary theory between young medical majors and non-medical majors.

Methods: From January to September 2021, participants with a medicine major, a humanities and social science major, and an engineering and natural science major were recruited online. They answered questionnaires about their acceptance, understanding, and interest in evolutionary theory and their religiousness.

Results: Two hundred and fifty participants were recruited: 50 in the medicine group, 57 in the humanities and social science group, 123 in the engineering and natural science group, and 20 other majors. The analysis showed that the acceptance and understanding of the evolutionary theory were lower in the medicine group than in the other groups.

Conclusion: This is the first study to compare the acceptance and understanding of evolutionary theory between the medical majors and non-medical majors in Korea. This result suggests that the education about evolution is very poor and needs to be strengthened in medical education.

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[P-27-06] Impact of the Course for Academic Development of Psychiatrists (CADP) on Work Motivation among Early-Career Psychiatrists: A Mixed-Methods Study

*Toshihiro Shimizu^{1,2}, Junko Kitaoka^{1,3}, Ken Suzutani^{1,4}, Yuto Satake^{5,6}, Masahide Koda^{1,7}, Izumi Kuramochi^{1,8}, Norman Sartorius⁹ (1. Certified Non-Profit Organization Japan Young Psychiatrists Organization (JYPO) (Japan), 2. Local Incorporated Administrative Agency, Saitama Prefectural Hospital Organization, Saitama Psychiatric Hospital (Japan), 3. Public interest incorporated foundation, Fukkokuai Tarumi Hospital (Japan), 4. Department of Psychiatry, Aizu Medical Center (Japan), 5. Department of Psychiatry, Osaka University (Japan), 6. Division of Psychiatry, University College London (UK), 7. Co-Learning Community Healthcare Re-Innovation Office, Graduate School of Medicine, Okayama (Japan), 8. Department of Epileptology and Psychiatry, National Center of Neurology and Psychiatry (Japan), 9. Association for the Improvement of Mental Health Programs (AIMHP) (Switzerland))

Keywords : Professional Development, Professional Identity, Peer Networking, Course for Academic Development of Psychiatrists (CADP), Japan Young Psychiatrists Organization (JYPO)

Introduction: High work motivation among healthcare professionals is crucial for enhancing the quality of patient care. The Japan Young Psychiatrists Organization (JYPO) has conducted the Course for Academic Development of Psychiatrists (CADP), a residential international training program, since 2002 to promote the professional development of early-career psychiatrists. This study aimed to evaluate the impact of CADP on participants' work motivation using a psychometric scale and to identify the factors contributing to these changes.

Methods: We conducted a mixed-method study with 23 Japanese participants of the 21st CADP from March 8 to 10, 2024, in Himeji, Japan. Work motivation was assessed using the abbreviated version of the Measure of Multifaceted Work Motivations (MWM-12) at two time points: 2 weeks before and 3 months after the course. The total and subitem scores of the MWM-12 were analyzed using the Wilcoxon signed-rank test. Furthermore, free-text responses collected before and after the course were subjected to qualitative analyses.

Results: Significant improvements were observed in the MWM-12 total score from pre-course to post-course. Significant increases were also identified in specific sub-items: M1 (directionality of achievement-oriented motivation), M4 (directionality of competition-oriented motivation), M6 (sustainability of competition-oriented motivation), and M9 (sustainability of cooperation-oriented motivation). Qualitative analysis revealed changes in key categories, including: growth as a psychiatrist, personal networking, personal growth, and increased motivation. The integration of quantitative and qualitative findings suggested that enhanced career perspectives (M1), professional growth and peer interaction (M4), and increased self-confidence and support networks (M6 and M9) contributed to improved motivation.

Conclusion: This study demonstrated that a three-day, two-night training program positively influenced work motivation among early-career psychiatrists. Participants reported enhancements in professional skills, forming international networks, personal growth, and broadened long-term career development perspectives. These factors likely contributed to increased self-confidence and a more proactive approach, thereby enhancing work motivation.