Trainees as Learners, Providers, and Partners: Technology-Enabled Bidirectional Learning in Mental Health Care

Participants:

Jennifer Bahrman (Chair), Jennifer Bahrman (Presenter), Jennifer Hughes (Presenter), Dan Petrovitch (Presenter), Michelle Patriquin (Moderator)

Symposium Synopsis:

Mental health challenges among students are rising alongside rapid digital transformations in education and mental health care. At the same time, large language models (LLMs), generative artificial intelligence (AI), and digital mental health technologies are reshaping learning, research, and clinical practice. Students increasingly serve as care recipients, peer providers, and experienced users of technologies, creating opportunities for bidirectional learning in which faculty and trainees learn from one another. This symposium explores how education can adapt to this evolving landscape by moving beyond traditional hierarchical models toward collaborative bidirectional learning. Presentations will examine trainee engagement with digital mental health interventions and AI tools, the evolving role of faculty as ethical stewards and guides for adaptive expertise, and the disconnect between widespread AI use and limited formal curricula. Drawing on cognitive science, educational research, and firsthand trainee experience, speakers will critically examine AI's potential to enhance learning, data analysis, and clinical care while addressing challenges related to automation bias, clinical reasoning, trust, privacy, confidentiality, accessibility, and responsible implementation. Together, these presentations offer a practical framework for integrating AI into psychiatric education through transparent supervision, competency-based training, and collaborative curriculum design, ultimately supporting student well-being, academic success, and high-quality patient care.