



Editor's Comment on "Complexity, Intellectual Humility, and the Psychiatric Trainee"

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Received: 25 February 2020 / Accepted: 17 April 2020 / Published online: 6 May 2020
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The community of academic psychiatry has much to learn by listening to our trainees. *The Learner's Voice* papers are brief reflections that center around the experience of learning psychiatry or becoming a psychiatrist.

After decades of the dominance of psychoanalysis followed by decades of dominance of biological psychiatry as the explanatory frameworks of etiology and treatment of mental illness, some of us feel that biobabble replaced psychobabble and that we simply do not know at all or know very little. As emphasized in "Complexity, Intellectual Humility, and the Psychiatric Trainee" [1], our understanding of mental disorders is shaped and potentially limited by the means in which we characterize them. Our ever-changing diagnostic system is problematic at best, and our treatments, both pharmacological and psychological, have their limitations and problems. Intellectual humility and acknowledgement of how little we know are, however, steps in the right direction. It is encouraging that this reminder is coming from trainees, who are the future of our profession. They suggest that consideration of findings from various areas of psychiatry may help us to achieve a more holistic picture of mental disorders and their

treatments. They also remind us that debates about the etiology of mental illness, which are ideological rather than scientific, might leave out the patient. We, as educators, should encourage the combination of intellectual curiosity and humility in our trainees in order to help them progress in their training and have fuller grasp of the complexity of mental illness, which, we hope, will help the advancement of our specialty.

Compliance with Ethical Standards

Disclosure The author states that there is no conflict of interest..

Reference

1. Horien C, Bommersbach T. Complexity, intellectual humility, and the psychiatric trainee. *Acad Psychiatry*. 2020. <https://doi.org/10.1007/s40596-020-01217-w>.

Publisher's Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

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