Cinemeducation in Personal and Professional Development

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Abstract

The use of cinema in teaching psychosocial aspects in medicine is termed “cinemeducation”. Short video clips help stimulating rich discussions with medical learners, especially the first-year undergraduate medical students. They often have limited personal life experience, so observing the life of a character in movies is helpful. The amount of information medical students learn within short periods assumes that the most effective teaching method has to be utilized. Using movies can be an effective way to motivate the discussion about professional and personal development (PPD). Efficient learning on PPD implies using an appropriate teaching tool which matches the students’ learning preferences. Reflection on the actions of a character in a movie can assist students to understand behaviors, motivations, and life choices far beyond their own view and develop empathetic awareness of the experiences and different realities of others, which plays an important role in medical professionalism.

Our study is to determine whether the movies can assist the military medical students in developing personal and professional attitudes and to analyze the students’ feedback after movie screening. First-year medical students (n = 46) from the National Defence University of Malaysia participated in this study. The feedback form was completed after the screening of the movie during the PPD module session. Scoring was based on Likert-type scale for students’ perception measurement.

More than 90% of students agreed that movies were relevant to medicine, helpful in thinking about a doctor’s behavior, enjoyable, useful for future endeavors, and the session was well facilitated. The majority of students 82.6% agreed that the discussion after the movie was useful and 84.9% of medical students found that the scenario was acceptable for them. This study highlighted the military medical students’ feedback with regard to using movies in PPD module. The students felt that movies enhanced their learning related to PPD and could motivate the applicability of medical professionalism.

Keywords: Cinemeducation, personal and professional development, medical students' feedback
Introduction

“Cinemeducation” is termed for the use of cinema (movies) in teaching psychosocial aspects in medicine. Short video clips help stimulating rich discussions with medical learners, especially the first year undergraduate medical students. They often have limited personal life experience, so observing the life of a character in movies is helpful. The amount of information medical students learn within short period assumes that the most effective teaching method has to be utilized. Using movies can be an effective way to motivate the discussion about professional and personal development (PPD). Efficient learning on PPD implies using appropriate teaching tool which matches the students’ learning preferences. Reflection on the actions of a character in a movie can assist students to understand behaviors, motivations and life choices far beyond their own view and develop empathetic awareness of the experiences and different realities of others, which plays important role in medical professionalism. The aim of this study is to determine whether the movies can assist the military medical students in developing personal and professional attitudes and to analyze the students’ feedback after screening of the movie.

Materials and Methods

The first year medical students (n= 46) from the National Defence University of Malaysia (NDUM) participated in this study. The convenience sampling was used and verbal informed consent was obtained from the students. The movie “Patch Adams” was chosen for this study. The feedback forms contained self-administered questionnaires with the Likert-type scale for assessment of students’ feedback on movies and subsequent discussion. Scoring was based on a 3-point Likert-type scale: 1 (disagree), 2 (not sure), and 3 (agree). The quantitative and qualitative data from this study were derived from the questionnaires focused on relevance to medicine, level of enjoyment while watching the movie, acceptability of scenarios, role of doctors, and usefulness of movies for future career. The questions related to discussion assessed how relevant, interesting and useful was the discussion, as well as the role of facilitator. The data was analysed using SPSS version 21.0.
Results and Discussion

The forty-six first year medical students from NDUM, who were studying PPD module, responded in this study. The students’ feedbacks for cinemeducation according to the questionnaires are shown in table 1.

**Table 1:** First Year Medical Students’ Feedback on Using Movie in PPD Module

<table>
<thead>
<tr>
<th>Key items in students’ feedback form</th>
<th>(N=46)</th>
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<tbody>
<tr>
<td>Movie relevance to medicine</td>
<td>46 (100)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Movie helped them think about doctor’s behavior</td>
<td>42 (92.2)</td>
<td>4 (7.8)</td>
<td>0</td>
</tr>
<tr>
<td>Level of enjoyment</td>
<td>45 (98)</td>
<td>1 (2)</td>
<td>0</td>
</tr>
<tr>
<td>Movies were good for teaching</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Post movie discussions were useful</td>
<td>38 (82.6)</td>
<td>8 (17.4)</td>
<td>0</td>
</tr>
<tr>
<td>Acceptability of scenarios</td>
<td>39 (84.9)</td>
<td>5 (10.8)</td>
<td>2 (4.3)</td>
</tr>
<tr>
<td>Facilitator was good</td>
<td>46 (100)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Usefulness for future endeavors</td>
<td>44 (95.7)</td>
<td>2 (4.3)</td>
<td>0</td>
</tr>
</tbody>
</table>

A= Agree   D= Disagree NS = not sure

Table 1 showed that most of the students agreed that the movie was really good for teaching and learning purposes, post-movie discussions were useful, acceptability of scenario was remarkable and appreciated the role of the facilitator. Among 46 military medical students, 38 (82.6%) students agreed that post movie discussions session was useful, 84.9% (n=39) accepted the scenario and totally agreed that facilitator was good. 95.7% (n=44) of students agreed that movie was useful for their future endeavors. More than 90% of military medical students agreed that movies are relevant to medicine, helpful to learn about doctor’s behaviors, enjoyable and useful for their profession.

Our study and the recent studies of Alis. O and Nazan. B (2014) has some similarities like the use of quantitative and qualitative approach, evaluating with questionnaires with different movies. Alis. O and Nazan. B (2014) stated that 88% of rated films are good and 54% of students felt that terminally ill patients were fully portrayed in a very realistic way in the film. 80.5% of the students reflected the emotional and spiritual suffering that dying patients go through to a considerable
degree. The students were prompted to think to a great and considerable degree with regards to the following aspects of medical profession: how to talk with patients about prognosis, how to reveal the bad news, how to talk with patients about their end-of-life treatment wishes and how physical pain is treated. In their study, the authors also stated that the students (63%) were personally satisfied after movies and touching that caring for dying patient in the film. In our study, 84.9% of the students agreed that scenario of the movie was acceptable and 98% felt that it was enjoyable.

However, we used film “Patch Adams” and they used different type of film called as “Wit”. We have selected the movie to highlight our basic medical education needs and to motivate the students' personal and professional developments. Our chosen movie “Patch Adams” which presented a story about extra-ordinary medical student who treated the patients using humour, empathy and approachable doctors-patient relationship.

The study of Blasco, et al. (2006) mentioned that the lecturers knew the broad range of biographical experiences and situational factors influence the personal, professional development and promotion of empathy. Personal and professional development is important in medical education for nurturing future good medical doctors. They should be skillful, knowledgeable and good attitude medical doctors. The vital role of medical doctors is patient care and professionalism including respect for patient and peers, awareness of values. Our study tried to determine the important qualities of good doctors by cinemeducation. The teachers or facilitators can discuss the non-teachable issues especially empathy and patient-doctor relationships and emotions to achieve medical professional concepts.

In our study, there were some reasons why we used the movie in the first year professional and personal development module of medical education: From the understanding of many studies, the challenges that medical students face during their long clinical training can lead them to become less emphatic and more detached from their patients but some studies do not support this view, 12-15. However, we decided to use at first year medical students' medical education to promote the empathy and attribute of humanity since at the beginning of medical students' life.

The study of Blasco (2001) conducted as the group discussion after movies was facilitated by facilitator together with medical students in order to stimulate one
another to express views more openly16. Our study also had discussion session with students and a facilitator after screening of movie. The facilitator also openly and friendly discussed with the students on non-teachable issues mainly focus on the affective domain part. The students were actively participated in this discussion session about the awareness of values, empathy, respect for patient and peers, integrity and sensitivity to patient’s culture, age, gender and disabilities and other issues. We have discussed about the doctor’s behaviors while dealing with the patients in a professional manner. The importance of empathy was emphasized by showing the role of patients’ feelings and non-verbal communication between doctors and patients. As far as sensitivity issue was concerned, the discussion was highlighted the significance of medical students/ doctors’ genuine interests in their patients.

Conclusion
This study highlighted and contributed to the military medical students’ feedback with regards to using movies (cinemeducation) in PPD module . The students felt that movies can enhance their learning related to personal professional development and also can motivate their medical professionalism.

Acknowledgements
The authors would like to thank first year medical students from National Defence University of Malaysia, who participated in this study.

References
Ali, O., & Nazan, B. (2014). Educating medical students about the personal meaning of terminal illness using the film "Wit". *Journal of Palliative Medicine, 17*(8), 913-917.


