

The use of cinema in the teaching of psychiatry: a scoping review

Resumo

200 palavras

OBJECTIVES This study was designed as a narrative systematic literature review of medical specialist trainees' perspectives of the assessment messages they receive in the context of clinical performance assessments. The aim of the study was to determine if trainees value the information they receive through the formats designed to promote their development and, if not, the reasons for this.

METHODS The authors searched the ERIC, EMBASE, Ovid MEDLINE and PsycINFO databases for articles published up to 16 June 2018 that present original data on trainees' perspectives of the assessment messages they receive in the context of work-based assessments (WBAs) and in-training assessments (ITAs) used within their training programmes. All authors screened 938 abstracts and 139 full-text articles were assessed after this. Descriptions of quantitative data and thematic analysis of qualitative data were used to present the opinions of trainees. **RESULTS** Thirty-three articles met the inclusion criteria. Twenty-six articles (79%) described trainees' perspectives in the context of WBA and the remaining articles referred to ITA formats. Wide-ranging opinions were reported. The analysis categorised these into three themes: trainees value developmental assessment messages; trainees become disengaged when assessment messages are not developmental, and trainees' views depend on the environment, the assessor and themselves. Some trainees reported that the assessment messages were valuable and provided input on their performance to

guide their development, but many disagreed. In particular, the trainee's own level of engagement with the assessments influenced his or her perspectives on the

messages received. **CONCLUSIONS** Trainees do not universally perceive that clinical performance assessments provide them with the valuable developmental input on their performance they were designed to do. Factors related to the environment, the assessor and themselves influence their perspectives.

Palavras-chave: Cinema; Educação Médica; Psiquiatria (5 palavras-chave)

OBJETIVOS Este estudo foi concebido como uma revisão narrativa e sistemática da literatura sobre as perspectivas dos médicos especialistas em treinamento em relação às mensagens de avaliação que recebem no contexto das avaliações de desempenho clínico. O objetivo do estudo foi determinar se os trainees valorizam as informações que recebem por meio dos formatos criados para promover seu desenvolvimento e, em caso negativo, os motivos para isso.

MÉTODOS Os autores pesquisaram os bancos de dados ERIC, EMBASE, Ovid MEDLINE e PsycINFO em busca de artigos publicados até 16 de junho de 2018 que apresentassem dados originais sobre as perspectivas dos trainees em relação às mensagens de avaliação que recebem no contexto de avaliações baseadas no trabalho (WBAs) e avaliações em treinamento (ITAs) usadas em seus programas de treinamento. Todos os autores examinaram 938 resumos e, depois disso, 139 artigos de texto completo foram avaliados. As descrições dos dados quantitativos e a análise temática dos dados qualitativos foram usadas para apresentar as opiniões dos trainees.

RESULTADOS Trinta e três artigos atenderam aos critérios de inclusão. Vinte e seis artigos (79%) descreveram as perspectivas dos trainees no contexto da WBA e os demais artigos se referiram aos formatos da ITA. Foram relatadas opiniões muito variadas. A análise as categorizou em três temas: os trainees valorizam as mensagens de avaliação de desenvolvimento; os trainees ficam desmotivados quando as mensagens de avaliação não são de desenvolvimento; e as opiniões dos trainees dependem do ambiente, do avaliador e deles próprios. Alguns trainees relataram que as mensagens de avaliação eram valiosas e forneciam informações sobre seu desempenho para orientar seu desenvolvimento, mas muitos discordaram. Em particular, o próprio nível de envolvimento do trainee com as avaliações influenciou suas perspectivas sobre as mensagens recebidas.

CONCLUSÕES Os trainees não têm a percepção universal de que as avaliações de desempenho clínico fornecem a eles as valiosas informações de desenvolvimento sobre seu desempenho para as quais foram projetadas. Fatores relacionados ao ambiente, ao avaliador e a eles próprios influenciam suas perspectivas.

Abstract

Context Arts-based interventions, which aim to foster understanding of the patient's perspective and to enhance communication skills, have been part of the medical curriculum for several years. This review aims to evaluate the available evidence base for their effectiveness and to suggest the nature of future work.

Methods The MEDLINE, Google Scholar and ISI Web of Knowledge databases were searched for published articles on studies that have attempted to evaluate the efficacy of an arts-based approach in undergraduate medical education. Further articles were identified through cross-referencing, discussion with colleagues and hand-searching key journals. One mixed, 10 qualitative and four quantitative studies were reviewed

Results Some studies claim that arts-based interventions are effective in altering attitudes, but poor descriptions of methodology and results make it difficult to judge these claims. No studies consider the effects on behaviour. The evidence base for using arts-based interventions to foster diagnostic observation skills is stronger. However, their effect on other clinical skills has not been studied.

Conclusions There is a need for further studies to produce a rigorous evaluation of arts-based interventions in terms of their effects on attitudes, behaviour and technical skills other than those involved in observation.

Keywords: Cinema; Medical Education; Psychiatry (5 palavras-chave)

INTRODUCTION

The inclusion of the arts and humanities in medical education has been increasingly valued as a complementary approach to traditional teaching, contributing to the development of interpersonal skills, empathy and critical thinking among medical students. Among these strategies, the use of cinema in medical education stands out as an innovative and effective tool, especially in the teaching of psychiatry¹ ([Moniz et al., 2021](#)).

Cinema makes it possible to discuss psychiatric issues in an accessible and engaging way by dramatizing complex human experiences. Studies show that films can be used to illustrate mental disorders, promote understanding of subjective aspects of the illness and stimulate reflection on the doctor-patient relationship² ([Datta 2009](#)). In addition, film has been used as a tool to reduce the stigma associated with mental illness, favoring a more humanized approach in psychiatric practice³ ([Kalra, 2011a](#)).

Despite the increasing interest in the use of films in the teaching of psychiatry, there are still gaps in the literature regarding their effectiveness and application methodologies. Many approaches are empirical and lack systematic evaluations of their impact on medical training⁴ ([Bhagar, 2005](#)). In view of this, this article aims to carry out a scoping review of the use of film in psychiatry teaching, analyzing its applicability, benefits and challenges, as well as identifying opportunities for future research and improvement of this pedagogical strategy.

METHODS

This review sought to answer the following question: “*What do we know about teaching strategies in psychiatry using film?*” Articles addressing the use of cinema as a teaching tool in psychiatry were systematically reviewed.

This review followed the Preferred Reporting Items for Systematic Review and Meta-Analysis extension for Scoping Reviews (PRISMA-ScR) guidelines⁵ (Tricco et al., 2018). The search strategy was adapted from a previous study exploring the use of the arts and humanities in medical education¹ (Moniz et al., 2021), setting the scope of the approach to the use of films in the teaching of psychiatry. A protocol has been registered with the Open Science Framework (ID: <https://doi.org/10.17605/OSF.IO/A6J5B>)

Search strategy

The search was carried out by one of the authors (A.A.P.J.) on October 19, 2024, using the PubMed, SciELO, ERIC, Embase and Scopus databases, considering publications in English, Spanish and Portuguese. The first search used the descriptors and boolean operators (cinema) AND (medical education) AND (psychiatry), which were the relevant terms for the topic. Considering the same relevance, a second search was carried out with the descriptors (cinema) AND (medical education).

The searches were conducted manually in each database, and the results were stored and managed using the Covidence platform to facilitate data sorting and extraction.

Inclusion and exclusion criteria

The articles were selected based on the following inclusion criteria: published in peer-reviewed journals; written in English, Spanish or Portuguese; studies that evaluated the impact of the use of cinema in medical education; studies that included psychiatry students at any level (undergraduate, residency or specialization); studies that reported qualitative and/or quantitative results; and the availability of the full article for reading and analysis. Original studies, research using secondary data, articles published in peer-reviewed journals, systematic and scoping reviews were considered. Articles which did not directly evaluate the use of cinema in medical education, and which were not focused on the teaching of psychiatry were excluded.

Two researchers (J.W.C.O. and R.N.A.) independently carried out the initial screening based on the titles and abstracts of each article identified. The studies that met the inclusion criteria progressed to the full review stage. In the second stage, two other researchers (J.M.S.S.J. and A.T.L.F.) analyzed the full texts to determine final eligibility. In the case of disagreement, a third reviewer (A.A.P.J.) was consulted to make the decision.

Data collection

The information extracted from the articles included was defined collectively by all the authors and consisted of the following data: name of the authors, year of publication, country where the study was carried out, type of study, population assessed (level of education of the students), theme explored, total number of participants, teaching strategy used (showing of films,

discussions, complementary activities), films used, main results reported with the teaching intervention using cinema, conflicts of interest and funding.

Data extraction was carried out by two researchers (A.A.P.J. and J.M.S.S.J.), who worked independently. Disagreements were discussed at regular meetings of the research group.

Data analysis

A descriptive analysis and a content analysis were carried out to assess the levels of impact of the film-based interventions, using Kirkpatrick's training evaluation model⁶ ([Kirkpatrick & Kirkpatrick, 2006](#)). Each study was classified into one of four levels: level 1: Participants' reaction to the program (satisfaction and engagement), level 2: Acquisition of knowledge and development of cognitive skills, level 3: Change in participants' behavior after the intervention, level 4: Impact on clinical performance or quality of psychiatric care.

Two researchers (J.W.C.O. and R.N.A.) rated the studies independently, and discrepancies were resolved by consensus, with a third author (A.A.P.J.) being responsible for settling the remaining divergences.

RESULTS

The search of the electronic database yielded 169 potential articles for inclusion in this review. One author (A.A.P.J.) removed 48 duplicate articles. Two authors (J.W.C.O. and R.N.A.) screened 121 eligible articles based on title and abstract. One article was excluded due to an indication error. 120 articles progressed to full-text review. One of the authors (J.M.S.S.J.) carried out an

individual manual assessment of each article. At this stage, **three** articles were excluded due to an error in the configuration of the article, **nine** were excluded due to an error in the intervention used and **forty-six** were excluded due to an error in the study design. Three authors identified **thirty-six** articles that met the criteria for the review. Figure 1 describes the flowchart of the study selection process. A table of the articles included, and the characteristics assessed is available in Supplementary Appendix 2.

Characteristics of the studies

Most of the included studies were conducted in the United States (47%, n=17). Six studies were conducted in the United Kingdom^{2,7,8,9,10,11} (Datta, 2009; Byrne, 2003; Dave & Tandon et al., 2011; Goring et al., 2014; Hankir et al., 2015; Menon & Ranjith, 2009), three were conducted in India^{3,12,13} (Kalra, 2011a; Kalra, 2011b; Kalra, 2013), two were conducted in Germany^{14,15} (Graf et al., 2014; Kuhnigk, 2012), Italy^{16,17} (D'Agostini et al., 2024; Tarsitani et al., 2004) and New Zealand^{18,19} (Cape, 2009; Wilson et al., 2014), one study was carried out in Brazil²⁰ (Ramos et al., 2017), Croatia²¹ (Jukić et al., 2010), Egypt²² (Abrams et al., 2022) and Switzerland²³ (Calzada Ribalta et al., 2023). The publication dates of the studies ranged from 1973 to 2024, with the majority published after 2010 (n=23, 61%) with the highest number in 2014 (n=6, 17%)^{9,14,19,24,25,26} (Goring et al., 2014; Graf et al., 2014; Wilson et al., 2014; Johnson et al., 2014; Retamero et al., 2014; Webster Jr et al., 2015).

Study design characteristics

Most of the studies included in this review were descriptive reports, reviews or analyses without experimental control (n = 28, 78%). six studies were of the non-controlled non-randomized interventional type^{14,15,16,17,25,27} (Graf et al., 2014; Kuhnigk, 2012; D'Agostini et al., 2024; Tarsitani et al., 2004; Retamero et al. 2014; Recupero et al., 2022). Two studies reviewed used an experimental design with a non-randomized control group^{28,29} (Cline & Garrard, 1973; Cruz-Oliver et al., 2017) and none of the randomized control group type. Six studies used pre- and post-test questionnaires or other quantitative methods, including Likert scales or structured questionnaires to assess participants' perceptions and learning^{14,15,16,17,25,29} (Graf et al., 2014; Kuhnigk et al., 2012; D'Agostini et al., 2024; Tarsitani et al., 2004; Retamero et al., 2014; Cruz-Oliver et al., 2017).

Most of the articles analyzed did not report sources of funding or conflicts of interest. Only one study recognized specific funding through institutional grants¹⁵ (Kuhnigk et al., 2012). None of the studies reviewed indicated declared conflicts of interest on the part of the authors.

Characteristics of the participants

The number of participants included in the studies ranged from 8 (Datta, 2009) to 1032 (Kuhnigk et al., 2012)^{2,15}. Twenty-two articles did not specify the number of participants. The included studies showed diversity in the level of training, with the majority being medical students (n=14, 39%), followed by psychiatry residents (n=13, 36%), healthcare professionals (n=6, 17%), psychiatry educators^{8,10,30,31} (n=4, 11%, Dave & Tandon et al., 2011; Hankir et al., 2015; Rosenstock, 2003; Guerrero & Jamora, 2016) and one study included

psychiatric patients³⁰ ([Rosenstock, 2003](#)). The authors mostly recruited participants as part of an educational program (e.g. medical students or psychiatry residents).

Themes addressed

Most of the studies used cinematographic works to teach general psychiatry (n=19, 53%), three studies addressed psychopathology as an object of study^{14,23,32} ([Graf. et al., 2014](#); [Calzada Ribalta et al., 2023](#); [Tobia et al., 2013](#)), two studies addressed paraphilias^{13,33} ([Kalra, 2013](#); [Sorrentino et al., 2018](#)), one study addressed chemical dependency¹⁸ ([Cape, 2009](#)), schizophrenia³⁰ ([Rosenstock, 2003](#)), schizophrenia and epilepsy¹² ([Kalra, 2011b](#)), caregiver stress²⁹ ([Cruz-Oliver et al., 2017](#)), psychodynamics³¹ ([Guerrero & Jamora, 2016](#)), reconciliation between parents and children²² ([Abrams et al., 2022](#)), suicide²⁵ ([Retamero et al., 2014](#)), personality disorders³⁴ ([Hoyne et al., 2019](#)), post-traumatic stress disorder²⁰ ([Ramos et al., 2017](#)), dissociative disorders³⁵ ([Tobia et al., 2016](#)) e psicoterapia ([MISCHOULON, 2004](#)).

Teaching strategy

The majority of studies used multiple films as a teaching strategy (n=22, 61%), ten studies used only one film or TV programs as a basis for teaching (n=10, 28%), one article used the screening of three short films on the dynamics of reconciliation between parents and children²² ([Abrams et al., 2022](#)), one of the studies evaluated the strategy of using PowerPoint presentation for case discussion and compared it with the addition of film scenes to assess student

learning⁴ ([Bhagar, 2005](#)), one of the authors suggests that films be used in flexible seminars, with discussions guided by multiple clinicians, to avoid reductionist views and promote critical analysis⁷ ([Byrne, 2003](#)), one study advocates the use of non-fiction films, such as documentaries, instructional videos and public service announcements, to teach cultural competence, diversity and the cultural formulation in psychiatry education³⁶ ([Lim et al., 2008](#)).

Kirkpatrick assessment

Of the 36 articles included in the review, only 14 evaluated educational programs by level of effectiveness. Of these, most studies used questionnaires to evaluate only the student's reaction of satisfaction and engagement to the program (Kirkpatrick's Level 1) (n=7, 50%)^{2,9,15,17,25,35,37} ([Datta, 2009](#); [Gorring et al., 2014](#); [Kuhnigk et al., 2012](#); [Tarsitani et al., 2004](#); [Retamero et al., 2014](#); [Tobia et al., 2016](#); [Fritz & Poe, 1979](#)). Assessment of learning through questionnaires testing acquisition of knowledge and development of cognitive skills (Kirkpatrick Level 2) was reported in 6 (42.9%) articles^{14,16,21,23,27,29} ([Graf et al., 2014](#); [D'Agostini et al., 2024](#); [Jukić et al., 2010](#); [Calzada Ribalta et al., 2023](#); [Recupero et al., 2022](#); [Cruz-Oliver et al., 2017](#)). Only one (7.1%) study evaluated the efficacy of the teaching program using film in terms of change in participants' behavior after the intervention (Kirkpatrick Level 3)²⁸ ([Cline & Garrard, 1973](#)), and no study evaluated impact on clinical performance or quality of psychiatric care (Kirkpatrick Level 4). These studies are identified in figure 2.

DISCUSSION

This scoping review aimed to identify articles describing the use of audiovisual works in the teaching of psychiatry, searching for knowledge described in the literature on teaching strategies, in articles that could have outcome measures verified or that debate this topic. Although previous studies have investigated Arts & Humanities programs in the teaching of psychiatry³⁸ (Yaden et al., 2023), the present study specifically analyzed the use of audiovisual works (film and TV) and their implementation in psychiatric teaching contexts.

The results of this review provide valuable insights into the panorama of programs such as Cinemeducation, which explores the use of cinema as an educational tool in teaching psychiatry to medical students. This combines the screening of a movie, a lecture on the pathology portrayed and an interview with a real patient diagnosed with the disorder in question. In this teaching program, student evaluations showed that the combination of film and seminar was highly effective, with participants reporting that the method helped them put themselves in the role of psychiatric patients and better understand the challenges of mental illness¹⁵ (Kuhnigk, 2012).

Com o intuito de avaliar o uso de obras audiovisuais no ensino da psiquiatria, esta revisão sistemática buscou estudos que utilizaram-se dessa ferramenta na educação de profissionais de saúde mental, estudantes de medicina e residentes de psiquiatria e que tentaram mensurar seu impacto. Diante do mapeamento realizado e da avaliação dos artigos selecionados, percebe-se que estudos anteriores investigaram programas de Artes & Humanidades no ensino da psiquiatria (Yaden et al., 2023), o que difere de nosso estudo, tendo este focado especificamente o uso de obras audiovisuais (cinema e TV) e sua implementação em contextos de ensino psiquiátrico (Moniz et al., 2021). O uso de obras cinematográficas como estratégia de ensino na psiquiatria desde a década de 1970 (Fritz et al, 1979). Os resultados observados demonstram que o aperfeiçoamento destes

programas de modo a integrar o uso do cinema ao ensino como ferramenta curricular tem trazido resultados positivos, como o seminário Cinemeducation, que explora o uso do cinema como ferramenta educacional no ensino de psiquiatria para estudantes de medicina através de um seminário que leva o nome do programa e que combina a exibição de um filme, uma palestra sobre a patologia retratada e uma entrevista com um paciente real diagnosticado com o transtorno em questão e que através da avaliação dos alunos demonstrou que a combinação de cinema e seminário se mostra altamente eficaz, tendo os participantes relatado que o método os ajudou a se colocar no lugar de pacientes psiquiátricos e a entender melhor os desafios das doenças mentais (Kuhnig, 2012).

The present review identified a greater number of psychiatric education programs using films designed for medical students and psychiatry residents, compared to programs for other health professionals or practicing psychiatrists. The justification for the predilection of these programs during the first years of medical training remains unclear but is consistent with findings in other medical disciplines besides psychiatry¹ (Moniz et al., 2021).

A maioria dos programas avaliados em nossa revisão (n=27; 75%) foi direcionada a estudantes de medicina e residentes em psiquiatria, enquanto iniciativas voltadas para psiquiatras já atuantes ou outros profissionais de saúde foram menos frequentes.

Nossa revisão identificou uma predominância de programas de educação psiquiátrica direcionados a estudantes de medicina e residentes em psiquiatria (n=27; 75%), em comparação com iniciativas voltadas a psiquiatras já atuantes ou outros profissionais de saúde. Esse achado reflete uma tendência observada

em outras áreas da educação médica, onde atividades baseadas em artes e humanidades são mais frequentes nos primeiros anos da formação acadêmica, mas diminuem significativamente na educação continuada e na prática profissional. A razão para essa maior concentração no início da trajetória médica ainda não está completamente elucidada, mas sugere um foco institucional na incorporação dessas metodologias durante a graduação, sem uma continuidade estruturada ao longo da carreira (Moniz et al., 2021).

Four of the studies cited directly addressed the reduction of stigma in psychiatry using film^{11,19,25,34} (Menon & Ranjith, 2009; Wilson et al., 2014; Retamero et al., 2014; Hoyne et al., 2019).

As the use of film in medical education has been studied in the context of increasing medical empathy⁴⁰ (Kelm et al., 2014), these programs may have been designed at the level of training medical students with this purpose in mind when teaching psychiatry. Um dos objetivos do uso do cinema em educação consiste no aumento da empatia, ferramenta fundamental para a atividade médica (Kelm et al., 2014). Os programas avaliados podem ter sido projetados no nível de formação dos estudantes de medicina com essa finalidade em mente ao ensinar psiquiatria e o desenvolvimento da empatia. Four studies focused on increasing empathy as the object of their studies^{14,15,16,29} (Graf et al., 2014; Kuhnigk et al., 2012; D'Agostini et al., 2024; Cruz-Oliver et al., 2017).

Kuhnigk et al. (2012)¹⁵ reported that showing films associated with interviews with patients helped to increase medical students' empathy towards psychiatric disorders. The study by Graf et al., (2014)¹⁴ included a film-based curriculum to teach psychopathology, with evidence that the intervention

increased students' empathy towards people with psychiatric disorders. Cruz-Oliver et al., (2017)²⁹ used a video-based seminar to increase empathy and cultural awareness among healthcare professionals in end-of-life care. In another study, D'Agostini et al. (2024)¹⁶ implemented a film-based teaching model for psychiatry, highlighting the positive impact on increasing students' empathy.

The present review showed significant deficits in the design of studies aimed at evaluating the learning effect of film-based educational programs in the teaching of psychiatry. Most of the studies had no control group, and only two employed the use of a control group, but with a non-randomized design^{28,29} (Cline & Garrard, 1973; Cruz-Oliver et al., 2017). In addition, six studies assessed participants at pre- and post-intervention times, limiting the authors' ability to measure the full impact of the programs^{14,15,16,17,25,29} (Graf et al., 2014; Kuhnigk et al. 2012; D'Agostini et al., 2024; Tarsitani et al., 2004; Retamero et al., 2014; Cruz-Oliver et al., 2017). Although the outcomes reported by the programs were mostly positive based on the objectives of the studies, without adequate conditions for control, evaluation or limitation of bias, it is difficult to have confidence in the results demonstrated. Some studies included larger sample sizes; however, future research should incorporate a more rigorous study design with larger cohorts of learners.

Uma das deficiências observadas nesta revisão é a forma de avaliar o impacto do uso do cinema no ensino de psiquiatria. Em nossa amostra, a maioria dos estudos não tinha grupo controle, sendo que apenas dois empregaram o uso de grupo controle mas com um design não-randomizado (Cline et al., 1973; Cruz-Oliver et al., 2017). Além disso, seis estudos avaliaram os participantes em

momentos pré e pós-intervenção, limitando a capacidade dos autores de medir o impacto total dos programas (Kuhnig et al. 2012; Tarsitani et al., 2004; Retamero et al., 2014; Graf et al., 2014; D'Agostini et al., 2024; Cruz-Oliver et al., 2017). Embora os desfechos relatados pelos programas tenham sido, em sua maioria, positivos com base nos objetivos dos estudos, sem condições adequadas de controle, avaliação ou limitação de viés, é difícil ter confiança nos resultados demonstrados. Tais resultados nos mostram que um desenho de estudo baseado em amostra representativa de estudantes e a aplicação de questionários pré-teste e pós-teste na avaliação do programa pode dar maior robustez ao real ganho que esta ferramenta pode trazer no ensino.

By proposing the question “*What do we know about teaching strategies in psychiatry using film?*”, it was hoped to draw conclusions about the design and results of the training programs that could guide future psychiatry educators in the creation of effective programs for the use of audiovisual works in the teaching of psychiatry. However, the studies are marked by profound heterogeneity in terms of the structure of the teaching intervention, the objectives of the programs, the outcomes and the design of the research, making it difficult to draw inferences.

O uso do cinema na educação em saúde, de um modo geral, tem sido amplamente documentado na literatura, porém isso deve representar uma pequena parte de seu real uso. Para que uma base de evidências sólida seja desenvolvida nessa abordagem, é essencial que os educadores continuem compartilhando suas experiências. No entanto, é necessário avançar para relatos mais descritivos da pedagogia aplicada. Se os recursos didáticos também

fossem compartilhados, os educadores poderiam conduzir e analisar sessões em diferentes contextos. Examinar por que algo funciona em uma situação, mas não em outra, permitirá aprimorar essa técnica e desenvolver a educação em saúde como um campo profissional e acadêmico.

The lack of consistent information in the articles on the conditions of student participation, whether voluntary or compulsory, further restricted the scope of this review. In addition, the evaluation of the students and the evaluation of the program itself were not separated during data extraction. Although the analysis of student performance can serve as an indicator of the effectiveness of the program and the achievement of its objectives, it is understandable that this evaluation and the evaluation of the program itself represent separate categories of results.

To address these issues, it is reasonable to suggest that future research focus on the implementation of standardized interventions and the use of qualitative and quantitative metrics to evaluate programs, with special attention to the effects of films and TV shows on learning outcomes, skill acquisition and behavioral improvements in learners. Another suggestion is the incorporation of validated scales to facilitate the comparison of results between studies and groups of learners.

Limitations of this review include the fact that the scope of the review was limited to six main databases, as well as the fact that the search strategy used specific terms, which may not have captured all the film and psychiatry teaching programs published in the literature. The inclusion of articles was also restricted to those that explicitly mentioned the use of audiovisual works, unlike the review

carried out by Yaden et al. (2023)³⁸, which includes Arts & Humanities approaches in its execution.

Despite these limitations, this article presents a comprehensive overview of programs that use audiovisual works, such as film and TV, in the teaching of psychiatry. The findings highlight opportunities for future research into the potential impact of these approaches on the teaching of psychiatry. This review highlights, in general, not only the possibilities that the use of films and series offers for teaching about psychiatric illnesses, it also reinforces the importance of future research to more accurately assess their effectiveness, based on specific learning outcomes.

Apesar das limitações observadas, este artigo oferece uma visão ampla e detalhada dos programas educacionais que utilizam obras audiovisuais na formação psiquiátrica, considerando aqueles que foram avaliados e publicados na literatura acadêmica. A partir dessa análise, identificamos não apenas as diversas formas de aplicação desses recursos no ensino da psiquiatria, mas também os desafios metodológicos e pedagógicos envolvidos. A interseção entre entretenimento e aprendizado, quando bem estruturada, tem o potencial de tornar o ensino mais dinâmico e acessível, ao mesmo tempo em que exige um olhar crítico para evitar representações distorcidas ou estigmatizantes dos transtornos mentais.

Nossos achados evidenciam um vasto campo de oportunidades para futuras investigações sobre o papel do cinema e da televisão na educação psiquiátrica. Mais do que apenas um recurso complementar, essas mídias podem funcionar como ferramentas poderosas para ilustrar sintomas, trajetórias

clínicas e dilemas éticos enfrentados na prática psiquiátrica. No entanto, a eficácia dessas abordagens ainda precisa ser melhor compreendida. Fatores como a escolha criteriosa do material audiovisual, o contexto de exibição e a mediação do professor podem influenciar significativamente o impacto pedagógico dessas atividades. Além disso, há um espaço promissor para explorar como a recepção subjetiva dos alunos pode afetar a absorção do conhecimento e a construção de uma visão mais humanizada da psiquiatria.

Destaca-se ainda que, embora cineastas possam, ocasionalmente, consultar psiquiatras durante a pré-produção para obter orientações sobre aspectos psicológicos, isso não os obriga a levar em conta as reações desses profissionais aos seus filmes. No entanto, isso não significa que devemos ignorar o impacto significativo do cinema — seja sobre nossos pacientes, sobre nós mesmos, sobre futuras produções, sobre a televisão e a mídia impressa, ou até sobre a sociedade como um todo. Os psiquiatras interpretam os filmes a partir de sua formação médica e experiência clínica, enquanto o cinema, por sua vez, opera no campo da fantasia. Os cineastas têm o direito de contar as histórias que desejam, e, muitas vezes, mais do que a representação fiel de uma síndrome psiquiátrica, o que está em jogo é uma expressão metafórica (Byrne, 2003).

Embora esta revisão destaque, de maneira geral, as possibilidades que o uso de filmes e séries oferece para a formação psiquiátrica, ela também reforça a necessidade de pesquisas contínuas que avaliem com maior precisão sua efetividade. Estudos futuros devem buscar estabelecer parâmetros mais objetivos para medir o impacto dessas metodologias, considerando desfechos

específicos, como a melhora na compreensão de conceitos psiquiátricos, o desenvolvimento da empatia e a capacidade crítica dos alunos diante das representações da saúde mental na mídia. Assim, o aprimoramento dessas estratégias pode não apenas fortalecer o ensino da psiquiatria, mas também contribuir para a construção de profissionais mais preparados para lidar com a complexidade dos transtornos mentais no mundo real.

CONCLUSION

This scoping review was able to compile information on experiences with the use of cinema as a strategy for teaching psychiatry. To date, this is the first study to provide a review on the subject. The heterogeneity of strategies for applying audiovisual works, the lack of standardization of teaching strategies and the evaluation of results point to the need for studies implementing a rigorous methodology, using a control group and assessing results related not only to satisfaction, but also to improvements in learning, the acquisition of skills and attitudinal changes.

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