



## THE BENEFIT OF FILMS IN NURSING EDUCATION: A RAPID REVIEW

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### ABSTRACT

Traditional teaching methods in health education often emphasize cognitive aspects. Cinemeducation is non-traditional learning method that using film that has been used recently in medical education to enhance psychosocial skills, but less explored in nursing education. This study aims to evaluate the benefits of using films as a learning tool, especially for nursing education. A rapid review methodology was employed following the PRISMA guidelines. The review covered papers published between 2018 and 2024, focusing on healthcare students particularly in nursing and medicine. Consensus App and ResearchGate databases were searched with terms "film OR movie AND nursing education" and "cinemeducation OR cinenurducation". 91.792 studies were identified, six were included with two of them exclusively focus on nursing. All studies found that films increased students' enthusiasm, promoting active learning and have considerably impact on development of psychosocial abilities such as professionalism, ethics and communication. Cognitive improvement also noticed, notably in comprehending complicated bioethical concepts and psychological circumstances. Cinenurducation is a valuable strategy to improve both cognitive and affective learning outcomes in nursing education. While promising, it should be combined with other teaching methods to optimize learning outcomes.

Keywords: cinemeducation; cinenurducation; nursing education; rapid review; study innovation

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## INTRODUCTION

The quality of education is fundamental to the development of healthcare workers' competencies, including the knowledge, attitudes, and skills necessary to provide high-quality care. Traditionally, medical education, including nursing, has relied on methods that emphasize core scientific principles and patient care, such as pathophysiology, diagnosis, preventive measures, and disease therapy. Learning in medical and nursing education can occur through various modalities, including active learning, work-integrated learning, e-learning, collaborative learning, and clinical placements. The media used for education are equally diverse, ranging from social media, virtual reality, and simulations to books, podcasts, images, interactive software, and audiovisual tools.

Film, as an audiovisual medium, is particularly valuable because it combines both sound and visuals, which can enhance learning outcomes. Audiovisual media are considered superior to other forms because they appeal to both auditory and visual senses, fostering better comprehension (Ningsih, 2022). Films, beyond being a medium for entertainment and cultural expression, can serve as powerful educational tools that help convey complex concepts in an engaging and accessible way. By presenting information visually and through dialogue and narrative, films can simplify abstract ideas and enhance learners' understanding (Nafsika *et al.*, 2022, in Huda, Nafsika, & Salman, 2023). Students tend to prefer audiovisual learning methods, as the imagery helps them visualize concepts, which can promote motivation,

improve retention, and lead to better learning outcomes (Pebriani, 2017; Wahyuni *et al.*, 2024).

Cinemedication is a growing educational technique that focuses on developing psychological skills such as empathy, communication, and cultural competency (Rueb *et al.*, 2022). The term, coined by Alexander, Hall, and Pettice (1994) in *The Journal of Family Medicine*, refers to the use of film as a complementary tool in medical education. In 2005, Alexander and colleagues further explored the use of film in a comprehensive guide for medical education (Alexander, Lenahan, & Pavlov, 2005, in Atkinson, 2015). While cinemedication has been widely adopted in medical education, its application in nursing education remains underexplored.

Although films are used in some aspects of nursing education, only a limited number of studies have evaluated their effectiveness. Oh, Kang, and De Gagne (2012) introduced the concept of 'cinenurducation,' which uses films or video clips to enhance nursing students' learning experiences. Their findings suggest that film-based learning provides students with a deeper understanding of study materials and can foster unique learning experiences. In medical education, cinemedication has been shown to improve learning outcomes, increase engagement, and enhance comprehension of the biopsychosocial aspects of healthcare, ethical dilemmas, doctor-patient relationships, and informed consent (Rueb *et al.*, 2020).

Therefore, this rapid review aimed to evaluate the benefits of films as an educational tool in nursing education. By synthesizing existing research, we seek to explore how films can enhance learning outcomes, student engagement, and the development of critical skills in nursing, such as empathy and communication.

## **METHOD**

Systematic reviews are widely regarded as the gold standard for synthesizing research evidence to provide most valid evidence; nonetheless, they are often time-intensive and resource-heavy (Munn *et al.*, 2018; Virginia Commonwealth University, 2023). In contrast, a rapid review offers a more efficient approach, providing timely and actionable evidence while maintaining scientific rigor (WHO, 2017). This method was selected for the current study to balance the need for high-quality data with practical constraints of time and cost (Ford, 2020; Virginia Commonwealth University, 2023a). Several adjustments were made to expedite the process, including limiting the number of databases searched and utilizing a single reviewer in the initial stages, as recommended for rapid reviews (Virginia Commonwealth University, 2023a).

### **Eligibility Criteria**

This review employed the PICOT framework to structure the research question. The population (P) included healthcare students, specifically in nursing and medical programs. The intervention (I) examined the use of cinemedication or cinenurducation, where full films or video clips are integrated into the learning environment. The comparison (C) group consisted of students exposed to traditional teaching methods that did not involve films or other audiovisual materials. The primary outcomes (O) focused on identifying the films used in education, evaluating the effectiveness of cinemedication/cinenurducation in enhancing learning outcomes and professional skills, and understanding its impact on the healthcare professional-patient relationship. The timeframe (T) was limited to studies published between 2018 and 2024.

### **Search Strategy**

The literature search was conducted using two databases: the Consensus App, which is powered by artificial intelligence (AI), and ResearchGate. The keywords used for the search were “film OR movie AND nursing education” and “cinemeducation OR cinenurducation.” In line with ethical guidelines on AI use in research (Resnik & Hosseini, 2024), the Consensus App was employed to streamline the search process. While the AI assisted in identifying relevant studies, the research team played a central role in screening, synthesizing, analyzing, and mitigating AI biases to ensure the quality of the review. The search was restricted to English and Indonesian language articles published between 2018 and 2024. To maintain efficiency, grey literature, hand-searched sources, case reports, case series, and systematic reviews were excluded. Articles available only as abstracts or those without full-text access were also excluded from the final review. The initial search was performed by a single reviewer, and the results were verified by two additional reviewers. Any disagreements in the selection process were resolved through consensus among the reviewers.

### **Data Extraction and Synthesis**

Once the relevant articles were identified, data were extracted into a summary table capturing key details, including the author(s), year of publication, country of origin, study design, main findings, and the database from which the article was retrieved. This approach allowed for a structured synthesis of evidence on the effectiveness of films as an educational tool in nursing education.

### **Timeline**

The overall review process was conducted over a period of ten weeks. The formulation of the research question and the initial evidence-gathering phase took approximately four weeks. The synthesis and analysis of the selected studies required an additional four weeks, followed by a final two weeks dedicated to preparing the manuscript. Throughout this process, continuous collaboration and verification among the reviewers ensured the reliability of the findings.

## **RESULT**

The search process identified a total of 91,792 articles, of which six studies met the inclusion criteria. However, only two of these studies specifically focused on nursing education. All six studies reported that the use of films in the educational process significantly improved student motivation and interest in learning, fostering active learning. The searching process outlined in figure 1.

The studies highlighted that films, when used as a teaching tool, had a notable impact on psychosocial aspects of education, particularly in enhancing professionalism, ethics, empathy, and communication skills. In addition, while the primary focus was on psychosocial outcomes, some studies also noted improvements in cognitive aspects, especially in understanding complex bioethical concepts, rare diseases, and psychological conditions.

Following a critical appraisal of each study, all three reviewers compared their assessments and reached a consensus on the inclusion of the six studies. There were no disagreements regarding the evaluation of the studies. A summary of the key findings from the reviewed studies is provided in Table 1.

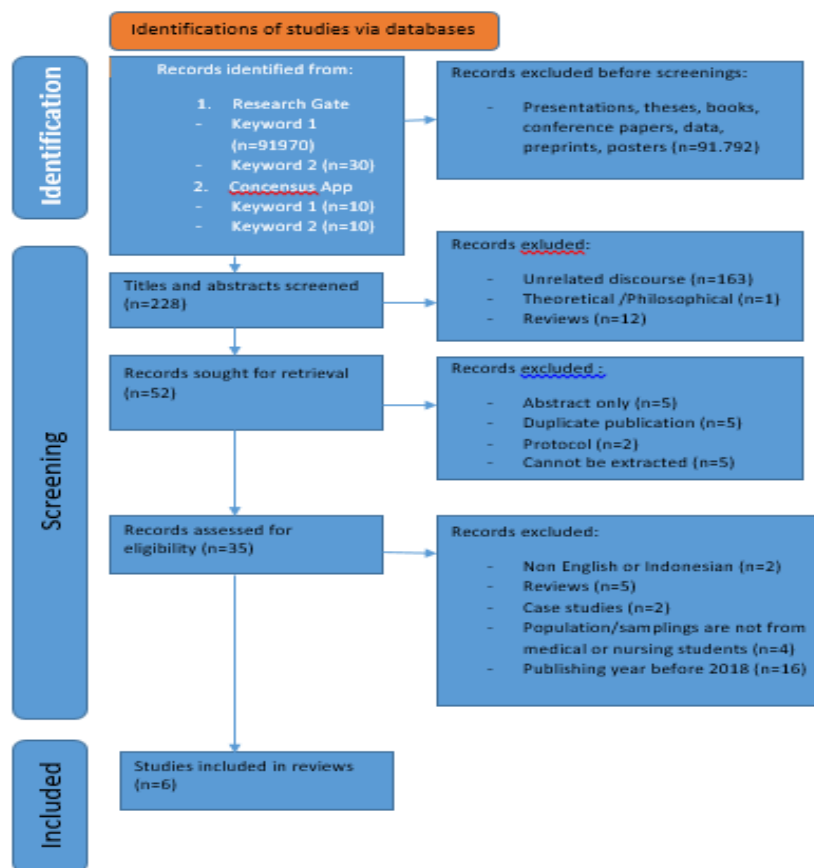


Figure 1. PRISMA Flow Diagram

Table 1. Summary of the study

No	Author	Country Origin	Journal	Title	Method	Result	Database
1.	Hyangjin Park & Haeryun Cho (2021)	South Korea	The Journal of Nursing Research	Effects of Nursing Education Using Films on Perception of Nursing, Satisfaction with Major, and Professional Nursing Values	Controlled experimental study	Perception of nursing satisfaction with major, and professional nursing values all improved significantly more in experimental group than in the control group, with large effects observed. Conclusions cinenurducation is an effective approach to promoting professional nursing identity in nursing students.	Research Gate
2.	Dickens, G.L., Lamont, E., and Stirling, F (2018)	Scotland	Nurse Education Today	Student Health Professionals' Attitude and Experience After Watching "Ida's Diary", a first-person account of living with borderline pesonality disorder: Mixed Method Study	Mixed Method	Participants found the film thought provoking and increase their appetite for knowledge. Findings suggest that screening should be delivered in conjunction with more didactic information about borderline personality disorder.	Research Gate
3.	Cambra-Badii, C., et al (2023)	Spain	Journal of Education and Practice	Teaching Bioethical Issues of COVID-19 pandemic through cinemeducation: A Pilot Study	Quasi experimental, Two group pre-test post-test	Medical dramas such as Grey's Anatomy, The Good Doctor and Chicago Med teaches complex bioethical concepts related to COVID-19 pandemic effectively to health sciences and humanities students.	Concensus App

No	Author	Country Origin	Journal	Title	Method	Result	Database
4.	Bartwal, J & Shukla, M (2022)	India	Indian Journal of Community Health	Assessment of Effectiveness of Cinemeducation as A Tool to Impart Communication Skills Among the MBBS 1st Professional Students	Mixed Method	Cinemeducation significantly improves medical students' knowledge of communication skills, but show no significant change in attitudes towards the importance of these skills	Concensus App
5.	Patel, P.P., Gandhi, A.M., and Desai, C.K (2022)	India	International Journal of Basic & Clinical Pharmacology	Cinemeducation: A Teaching-Learning Tool to Teach Professionalism and Ethics in Medical Undergraduates	Longitudinal-Interventional Study	Majority of students agreed that cinemeducation had clear doubts, gave better understanding, stimulated their interest and motivated to learn about professionalism and ethics. This method also improving their understanding of patient care and empathy.	Concensus App
6.	Balamurugan, M (2019)	India	World Journal of Pharmaceutical and Medical Research	Cinemeducation-An Adjunct Teaching Tool in First Year Medical Students	Quasi-Experimental without control group	There was significant mean difference between the pass and fail percentages with a pretest and posttest results.	Research Gate

## DISCUSSION

As shown in Table 1, half of the included studies were conducted in India, with the others originating from South Korea, Scotland, and Spain. This review was limited to studies published from 2018 onwards, so older evidence regarding the use of films or motion graphics for educational purposes was not included. Expanding the time frame might have yielded more submissions from other countries that also employ cinemeducation, such as the United Kingdom, Thailand, Brazil, Australia, Canada, Ireland, and Saudi Arabia (Kageangadi & Mudigunda, 2019). Notably, India has been a prominent contributor to this field due to the Medical Council of India's updated guidelines, which mandate the use of short films and videos for instruction in the MBBS curriculum (Kageangadi & Mudigunda, 2019). This could explain India's dominance in recent submissions on the use of films in health education.

The World Health Organization (WHO) emphasizes the importance of integrating core competencies for nurse educators into teaching practices, particularly in areas like health promotion and education (WHO, 2016). Key competencies include effective use of audiovisual materials, ethical awareness, and applying research findings to learning (WHO, 2016). Cinemeducation (or cinenurducation) aligns well with these competencies. It is an engaging and effective way to teach medical humanities, offering students opportunities to reflect on emotional and ethical dimensions while learning in a less intimidating environment. Films can simplify complex ideas and stimulate student interest and motivation, as demonstrated in all studies reviewed. Films have been shown to engage students in difficult conversations, such as those related to psychiatry or end-of-life issues, in a way that promotes empathy and reflective thinking (Balamurungan, 2019).

Professionalism, communication, and ethics are often neglected or harder to teach in traditional health education, which tends to focus more on cognitive aspects. Nursing, however, combines both art and science, requiring students to demonstrate compassion and effective communication alongside their clinical knowledge (Peplau, 1988; Jasmine, 2009). Nurses spend significantly more time interacting with patients than physicians (Butler *et al.*, 2018), making the integration of humanistic skills essential. Cinemeducation, which focuses on these psychosocial aspects, supports the holistic care approach in nursing, addressing not

only the physical but also the emotional, spiritual, and social needs of patients (Faubion, 2024). Studies, such as Cambra-Badii (2023), have highlighted how films in health education can model professional behaviors, facilitate discussions on ethics, and portray patient experiences, allowing students to explore healthcare from multiple perspectives.

Films are used in various formats, including trigger films, movie clips, full-length films, and TV series, all of which have proven effective in health education (Kageangadi & Mudigunda, 2019; Somner & Mumcu, 2021). These tools should be seriously considered for nursing education, as they can address complex and often abstract concepts in a more accessible manner. The first use of cinemeducation by Alexander, Hall, and Pettice (1994) to teach psychiatry residents laid the foundation for its application in medicine. Its principles align closely with the philosophy of holistic nursing, which emphasizes healing the whole person (American Holistic Nurses Association, 1998; Dossey, Keegan, & Guzzeta, 2005).

Cinemeducation fosters active learning, encouraging students to engage in group discussions and reflect on ethical, communication, and behavioral elements observed in the films (Patel, Gandhi, & Desai, 2022). This promotes critical thinking and enhances their understanding of healthcare practice, ethics, and decision-making in real-life scenarios. The review supports the idea that cinemeducation effectively addresses gaps in traditional teaching methods by focusing on psychosocial aspects. However, studies also suggest that films must be carefully selected to ensure relevance and effectiveness. For example, Dickens, Stirling, and Lamont (2018) found that some films evoked intense emotional responses, which hindered factual learning due to confusion. Similarly, Bartwal and Shukla (2022) indicated that while films motivated students, combining cinemeducation with other teaching methods, such as simulation, could enhance learning outcomes by addressing areas like attitudes and behavior.

Moreover, films can provide context for discussing bioethical issues, such as autonomy and justice, which are challenging concepts for students to grasp. Cambra-Badii (2022) conducted a pilot study using medical dramas to explore bioethical issues, finding that students' understanding improved significantly after engaging in film-based discussions. This approach prepares students to navigate complex ethical challenges they may face in their professional lives, such as vaccine controversies or decisions surrounding patient care during pandemics. Nevertheless, it is important to acknowledge the limitations of using films in education. As noted by Dickens et al. (2018), some students may experience empathy blocks or confusion due to the emotional intensity of certain scenes. To mitigate these issues, facilitators should ensure films are chosen carefully and complemented with structured discussions to reinforce factual learning and critical thinking.

## **CONCLUSION**

The use of films is a valuable strategy to improve both cognitive and affective learning outcomes in nursing education. Beside promoting active learning and stimulate enthusiasm to study, cinenurducation helps foster essential professional skills that are often difficult to teach through traditional approaches such as professionalism, communication, empathy and understanding complex ethical issues. Cognitive improvement also noticed, notably in comprehending complicated bioethical concepts and psychological circumstances. However, to maximize its effectiveness, cinemeducation should be integrated thoughtfully with other teaching methods, and careful consideration must be given to the selection of films.

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