

Optional Subject (Year 2022-2023)

SUBJECT Name: MEDICINE AND CINEMA

Code:

Type of subject (character): OPT

Centre responsible: NURSING, FISIOTHERAPY AND PODOLOGY FACULTY

Credits:

Nº of offered places: 30 (in total with the Medicine, Occupational Therapy and Nutrition Degrees)

	Total (40%)	Theory	Practical	Other
Presencial hours	27	9	18	

Calendar and proposed timetable (optional):

- Thursdays from 16-19h (9 Thursdays; 27 hours)
- Second term, starting 1st March.

Student profile (Degrees for which it is offered)

Nursing, Fisiotherapy, Podology, Medicine, Occupational Therapy and Nutrition.

BRIEF DESCRIPTION

The cinema deals with the main issues for human beings and one of these great issues is illness. Disease is one of the main concerns for human beings: when someone gets sick, their life changes, amongst other things because they lose a certain degree of control over their existence. They have to face a new reality and who knows if possibly even to its end. As well as the disease is the doctor and the nurse, who can give back to the sick what they have lost and what they value so much: health. For this reason medicine appears so significantly in many films. If disease is important in the cinema, so is its inevitable counterpart, the health professionals.

Disease and medicine have formed an integral part of a multitude of films to develop scripts and characters. Medicine can be the main theme of the film, but it can also be secondary to the action, being used, for example, to emphasise dramatic or comic aspects. Medicine in the cinema is so widespread that we can find films that deal with the most important problems and challenges of today's medicine: use and abuse of health technology, genetics, problems with vulnerable patients, end-of-life questions and death, the relationship with the pharmaceutical industry, justice problems in medical care, transplants, conflicts between professionals, research with human beings, humanitarian medicine, and so on.

The cinema has proven to be a very efficient teaching tool, since a scene in a film places the student in circumstances that they themselves will have to face later on. By observing situations in advance and reflecting on them, students can acquire tools that they can apply when faced with real problems. Realistic films are perhaps more useful for this purpose, but other types of cinema, such as fantasy or even silent films, can be used, as long as you know what type of filmed material is being used and for what purpose.

The subject "Medicine and Cinema" is intended to take advantage of the teaching power of cinema, so that health and science students can analyse the most important problems of medicine in the 21st Century and, in addition, so that they can acquire practical tools to face these problems.

OBJECTIVES

- To analyse, through cinema, the essential problems of 21st Century medicine, with a global focus: ethical, deontological, legal and social; also including the aesthetic aspects of cinema.
- To place the student before conflictive clinical scenes, so that they detect which are the best ways to resolve these situations.
- To provide the student with tools to face the problems and scenarios analysed when they arise in their professional health field.
- To know how cinema influences the controversial medical debates in society, as well as the influence that medicine has on the cinema generating scripts and films.
- To analyse why filmmakers use medical ethical problems in their films, and how they use them.

COMPETENCES

- Communication: During the debates that will take place in the classes, the students must carry out active listening, ask questions and answer questions clearly and concisely, as well as express ideas and concepts effectively.
- Adaptation to change: Cinema is an excellent tool to work on the ability to perceive, interpret and respond to different environments, to adapt and work effectively in different situations and/or with different individuals or groups according to circumstances and needs. In class, based on the scenarios that will be proposed, the student will work on their ability to face critical situations; to maintain a level of physical and mental well-being that allows them to continue acting effectively.
- Initiative: Once the problems have been analysed, the next step will be to develop the student's ability to undertake difficult actions with confidence.
- Problem solving: Problem solving goes hand in hand with initiative. It is about looking for solutions to the problems raised, to complicated situations in which there is no predefined solution and which the student will have to face.
- Decision making: Analyse first, initiate later, search for a solution and, finally, execute the solution: put into practice the best choice among the possible alternatives to effectively solve the problems that have been raised through the cinema.
- Autonomous learning: The student will be given material to work on independently, to reflect and be able to be the author of their own development, to choose effective strategies and tools that allow them to independently put into practice what they have learnt.

LEARNING RESULTS

- Know the complexity (clinical, ethical, deontological, legal and social aspects) of the problems dealt with in the subject.
- Know how to put oneself in the place of the patient when practising medicine, when informing and making decisions.
- Be aware of the importance of respecting the privacy and confidentiality of patients' medical data, as well as the risks involved in breaking such confidentiality.
- Understand the difficulty of the entire organ transplant process, in which three parties participate: donor, recipient and the health system.
- Know that health professionals not only heal, they also support and care, especially at the end-of-life stage and near death.
- Understand how medical technology is applied to issues as complex as clinical genetics, assisted human reproduction or clinical research, with the conflicts and the problems that arise.
- Know which are the main health system models and how this affects the quality of care.
- Be aware that medicine has always had an altruistic side, focused on those most in need.
- Know that not all patients are the same and with some (such as children, the mentally ill or the elderly), special care must be taken.
- Know how cinema influences the most controversial medical debates in society.
- Understand the influence that medicine has on the cinema.

TEACHING ACTIVITIES (theory, practical, seminars, workshops, etc.)

1) Before coming to class, students will have had to watch the chosen films, so that when they arrive to class they have already reflected on the topic that is going to be worked on in class.

2) The classes will be eminently practical, as a practical seminar / workshop, and will have the following structure:

- Presentation and contextualisation of the topic.
- Demonstration of how this topic has been dealt with in the cinema.
- Projection of fragments of the film so that the students visualise scenarios that allow them to understand the problem better. *
- Analysis with the students of the most relevant topics visualised in the scenes, looking for the best solutions to the problems posed and how they can apply what they have learnt to their future clinical practice.

* The films place the student in a similar situation to a real clinical problem. If a picture is worth a thousand words, a sequence much more. The situation observed in the sequence of the film can make the student perceive the main nuances of the problems, so that the student can reflect on the situation and discuss it with other students. This has common aspects with the "case method" and is therefore similar to a clinical session.

SYLLABUS/ CONTENTS

1. Filming the history of medicine: where did we come from?
2. The clinical relationship through the cinema.
3. Informed consent on the big screen.
4. The dangers of breaking confidentiality and professional secrecy.
5. Transplants in the cinema.
6. Cinema about the end-of-life. Death and dying.
7. Genetics: realistic cinema and fiction cinema.
8. Assisted human reproduction.
9. What does cinema teach us about clinical research?
10. Analysing health systems with the cinema.
11. Humanitarian medicine. From action to drama.
12. Childhood and adolescence.
13. Vulnerable patients.

EVALUATION

The student's evaluation will consist of two parts, each one with a weight of 50% in the final grade:

- Continuous assessment through attendance and participation in classes.
- Elaboration of a structured autonomous work (introduction to the problem, reflection in the cinema, application to medicine and bibliography) on a current medical problem. The work will be exhibited in class.

BIBLIOGRAPHY / INTERNET RESOURCES

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PROFESSORATE* (It must be indicated if the teaching staff has already completed all their teaching dedication or not.)

Responsible professor (coordinator):

- Name: Benjamín Herreros.
- Departament: Legal Medicine, Psychiatry and Pathological Anatomy.

Coordinating professor in Nursing:

- Name: Tayra Velasco.
- Departament: Nursing.

Other professors:

- Pilar Pinto Pastor, Fernando Bandrés Moya y Elena Labajo. Departament: Legal Medicine, Psychiatry and Pathological Anatomy.
- Paloma Merino Amador. Departament: Medicine (Microbiology area).