

Response on Cheema U N, et al. (J Pak Med Assoc. 74: 1051-1054, June 2024)

Film as an educational tool in medical pedagogy: A study on cinemeducation and its effectiveness

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Madam, I am pleased to read the thoughtful commentary on our article, "Film as an educational tool in medical pedagogy: A study on cinemeducation and its effectiveness," published in the Journal of the Pakistan Medical Association (JPMA). The constructive feedback highlights important perspectives on cinemeducation and its role in modern medical pedagogy.

The reader rightly emphasizes the diverse applications of cinemeducation across medical disciplines, including family medicine, psychiatry, palliative care, and ethics. This aligns with our study's core premise that films serve as a bridge between theoretical and practical learning by fostering engagement and critical thinking. As noted in the commentary, cinemeducation offers immense potential to enhance empathy, soft skills, and cognitive learning—skills essential for healthcare professionals.

We acknowledge the reference to the study conducted in India, which employed motivational and healthcare-related biopics available on over-the-top (OTT) platforms. This innovative approach complements our findings and underscores the universal relevance of cinemeducation. While our study focussed on medical students in Lahore, the Indian study demonstrates the adaptability of this method in varying cultural and institutional contexts. Such parallels reinforce the need for collaborative, cross-border research to explore the full potential of cinemeducation.

The reader's suggestion for future research is particularly valuable. Addressing challenges such as anxiety, fear, and stepping outside comfort zones are crucial areas where cinemeducation can have transformative effects. Our study revealed that 84% of participants supported the

inclusion of cinemeducation in the regular curriculum, reflecting its perceived value in improving patient management and clinical skills. Building on this, longitudinal studies could help evaluate its long-term impact on medical professionals' behaviour, decision-making, and resilience in high-stress environments.

We also agree with the commentary's emphasis on behaviour, modification and fostering creativity. By presenting real-life scenarios and ethical dilemmas, films encourage introspection and innovative problem-solving among medical trainees. Future research could explore tailored film modules addressing specific competencies, such as communication in palliative care or cultural sensitivity in diverse patient populations.

The reader's focus on the role of OTT media platforms as a resource for cinemeducation opens up exciting possibilities for integrating digital tools into medical pedagogy. Streaming platforms can enhance access to curated content, enabling institutions with limited resources to adopt this approach. However, it is critical to ensure that the selected films align with educational objectives and are accompanied by guided discussions to maximize their learning impact.

In conclusion, the reader's observations validate and enrich our study's findings while identifying key avenues for future exploration. We are encouraged by their shared enthusiasm for incorporating cinemeducation into medical curricula. As educators, it is our collective responsibility to adapt and innovate teaching methods to meet the evolving demands of healthcare education. We hope this exchange inspires further dialogue and research in this promising field.

The use of OTT platforms expands the scope of digital resources in medical education. Integrating these platforms can facilitate the direct streaming of curated resources for institutions with limited means. However, it is imperative that the content aligns with educational goals, enhancing learning rather than merely entertaining.

The inclusion of cinemeducation in curricula has been a

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motivating aspect of our study. As educators of future healthcare providers, it is our duty to continually update and refine teaching methodologies. This exchange gives

us the momentum to move forward in this endeavor. We hope it stimulates further thought and research in this exciting field.
