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The Effects of Short Films About Mental Health and Diseases Shot by Nursing Students on Their Attitudes Towards Psychiatric Patients

Öğrenci Hemşireler Tarafından Ruh Sağlığı ve Hastalıkları Hakkında Çekilen Kısa Filmlerin Psikiyatri Hastalarına Yönelik Tutumlarına Etkisi

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ABSTRACT

Aim: The aim of this study is to evaluate the effect of short films about mental health and diseases shot by nursing students on their attitudes towards psychiatric patients.

Material and Method: The population of the semi-experimental research in pre-test and post-test design consisted of 196 nursing students. The sample selection method was not used, and the research was completed with a total of 126 nursing students who were at school on the date the data was collected and volunteered to participate in the research. This number is the sample of the research at the same time. Information Form and Attitudes Towards Mentally Ills Scale was used. The number, percentage distribution, and paired samples were evaluated by using a t-test.

Results: There were eleven short films made in the first academic semester and nine short films made in the second academic semester. Most of the films were about mental disorders related to psychopathology. The pre-test mean score of the Attitudes Towards Mentally Ills Scale was 64.50 ± 13.77 , and the post-test score of the scale was 72.50 ± 14.72 . The difference between the pre-test and post-test scale scores of the students was found to be significant.

Conclusion: This study concluded that short films about mental health disorders made by students have a positive effect on nursing students' attitudes towards psychiatric patients.

Keywords: Attitude, Nursing Mental Disorder, Patient, Student

ÖZET

Amaç: Araştırmanın amacı, ruh sağlığı ve hastalıkları hakkında öğrenci hemşireler tarafından çekilen kısa filmlerin öğrencilerin psikiyatri hastalarına yönelik tutumlarına etkisini değerlendirmektir.

Gereç ve Yöntem: Ön test-son test deseninde yarı deneysel olan araştırmanın evrenini, dördüncü sınıfta öğrenim gören 196 hemşirelik öğrencisi oluşturmuştur. Örneklem seçim yöntemi kullanılmamış olup, verilerin toplandığı tarihlerde okulda olan ve araştırmaya katılmaya gönüllü olan 126 öğrenci ile araştırma gerçekleştirilmiştir. Bu sayı aynı zamanda araştırmanın örneklemdir. Veriler, Bilgi Formu ve Akıl Hastalarına Yönelik Tutum Ölçeği ile toplanmıştır. Veriler sayı, yüzde ve t-testi kullanılarak analiz edildi.

Bulgular: Öğrenciler eğitim öğretim yılının ilk yarıyılında 11 film, ikinci yarıyılında dokuz film çekimi yapmışlardır. Filmlerin çoğu psikopatoloji ile ilgilidir. Çalışmada öğrencilerin Akıl Hastalarına Yönelik Tutum Ölçeği ön test toplam puan ortalaması 64.50 ± 13.77 , son test toplam puan ortalaması ise 72.50 ± 14.72 olarak belirlenmiştir. Öğrencilerin ön test ve son test ölçek puan ortalamaları arasındaki farkın anlamlı olduğu belirlenmiştir.

Sonuç: Ruh sağlığı ve hastalıkları hakkındaki kısa film çekme uygulamasının, öğrenci hemşirelerin psikiyatrik hastalara yönelik tutumlarını olumlu yönde etkilediği bulunmuştur.

Anahtar Kelimeler: Tutum, Hemşirelik, Ruhsal Hastalık, Hasta, Öğrenci

INTRODUCTION

The attitudes of the society towards psychiatric patients play an important role for individuals diagnosed with mental illness. These attitudes may vary according to traditions, culture, education level and age (Corrigan & Shapiro, 2010; Bilge & Palabıyık, 2017). All these values and beliefs affect the searching for help behavior of individuals. Searching for help behaviors of individuals bring along the treatment and recovery process of mental disorder (Çam & Uğuryol, 2019). The negative attitudes of healthcare professionals towards people with mental illness and psychiatric treatments prevent patients from applying for and continuing treatment (Çekiç & Yüksel, 2021). The evaluation of the attitudes of nursing students, who are one of the health professionals of the future, to psychiatric patients and the development of positive attitudes are very important at this point.

The main aim of nursing education is to graduate nurses who combine theoretical knowledge and practice, who can think critically in the learning process and acquire effective problem-solving skills (Göriş, Bilgi & Bayındır, 2014). Psychiatric nursing education includes skills such as therapeutic communication, crisis management, treatment management, symptom assessment. Giving care to the patient in a therapeutic relationship without judging, stigmatizing or labeling is one of the basic principles of psychiatric nursing. Learning methods in which students actively participate in the learning process is used to gain these basic principles (Terzioğlu, Eskiurt & Özkan, 2017). Film-based education in nursing has been described as a powerful educational tool that enhances learning potential and experience (Carpenter, Stevenson & Carson, 2008) and recently, it has been frequently used in psychiatric education. Film can be used as an educational material intertwined with the case study method and role-playing technique in education. The role-playing method facilitates the acceptance of knowledge by providing theoretical-practical learning and allows the whole process to be seen (Akin & Yakıcı, 2013).

The use of films in education is to watch more, then to explain the subject and lastly to discuss it by combining with the film. When the literature is examined, it is seen that there are studies on the effect of short films on care practices, which are mostly shown to nursing students (Ayhan, Çekiç & Ancel, 2018). Studies on the effectiveness of

films shot by students are limited. Starting from this, examining the effect of short films shot by nursing students on attitudes towards psychiatric patients will give a different perspective to this field. It is thought that this study is valuable because the attitudes of nursing students towards psychiatric patients are an important issue and a learning technique in which students participate one-on-one with filming is used. The aim of this study is to evaluate the effect of short films about mental health and diseases shot by nursing students on their attitudes towards psychiatric patients. The sub-purpose of the study is to determine the effectiveness of shooting short films by students as a teaching method.

The research hypotheses are;

H0: The short films made by student nurses about mental health and diseases have non-effect on attitudes towards psychiatric patients,

H1: The short films about mental health and diseases shot by student nurses have an effect on their attitudes towards psychiatric patients.

MATERIALS AND METHODS

Research Type

This study was conducted as a semi-experimental study in the pre-test and post-test pattern.

Population and Sampling

The population of the study consists of 196 fourth grade nursing students studying at Manisa Celal Bayar University (MCBU) in the 2018-2019 academic year. The sample selection method was not used. It has been attempted to reach the whole population. Inclusion criteria were students who were in the school at the time of the study, volunteered to participate in the study and completed the data collection forms completely. Sixty students in the first semester and 66 students in the second semester were included in the study, respectively.

Data Collection Tools

The Information Form and the Attitudes Towards Mentally Ills Scale were used in the study.

Information form: It is a 12-question form created by researchers to determine the sociodemographic characteristics of the students involved in the study (Işıklı, 1998).

Attitudes Towards Mentally Ills Scale (ATMIS): Developed by Işıklı (1998), ATMIS is a 5-item Likert-type scale consisting of 22 items. Positive statements are scored as “strongly agree=5”, “agree=4”, “no idea=3”, “disagree=2”, “strongly disagree=1” and for negative statements (Article 1, 3, 7, 9, 11, 13, 14, 16, 17, 18, 19 and 21), total points are obtained by converting. High score expresses positive attitude (Işıklı, 1998). In our study, the internal consistency coefficient of the scale was found to be 0.93.

Data collection

Pre-test was applied to the students in the first semester and the beginning of the second semester of the academic year. After the pre-test, students were informed about screenwriting and short film shooting within one hour of the lesson. To guide the students, five short film examples were shown. The formation of team members was made by the students according to their wishes. 105 students studying in the first semester were divided into 11 groups namely a group of six, three groups of nine, five groups of 10 and two groups of 11. 91 students studying in the second half of the semester were divided into nine groups namely two groups of eight people, two groups of 10 people and five groups of 11 people.

The students are given time during one semester and during this process they are given counselling by researchers about screenwriting and film shooting one day a week. From the moment the students started writing the scripts, the scripts have been evaluated by the researchers at each stage and the necessary arrangements have been made. For example, corrections have been made to errors of incompatibility between the disease and its symptoms, prognosis, or treatment addressed. At the points where the students had difficulty in writing the script, they worked together with the group, possible options were presented, and a joint decision was made with the members. Before film shooting began, each group had presented the final version of their scripts to the class.

The writing of the film scripts, role sharing and shooting of the films were done by the students. The student groups shared their roles as screenwriting team, film-shooting team and cast members. Accordingly, a total of 95 students were involved in screenwriting, including 65 students in the first semester and 30 students in the second semester. The students received the theoretical knowledge of the diseases discussed in the script

during mental health and diseases nursing in the academic year. The film-shooting team included 43 students in both periods, and a total of 86 students were responsible for the shooting. Procurement of film-shooting equipment and editing after the shooting were all done by the students. A total of 149 students including 79 students in the first semester and 70 students in the second semester worked in roles such as patients, relatives of patients, and health personnel. The cast members were composed of only students. Real people such as the patient, patient relatives, medical personnel did not take part. At every stage of the process, each student was provided with an active role and responsibility.

There is no strict limitation on the duration of the short films, and it has been decided according to the script for each film. The average duration of short films is 15 minutes.

During the first semester and the second semester, the short films were watched together with the students of the semester in the final course. After all the films were watched, students were asked to evaluate the films, their experiences, and opinions about the process. After the screening of short films and receiving feedback, the post-test was carried out by the researchers.

Ethics Consideration

Ethical approval (30.01.2019 / 20.478.486) was obtained from the Ethics Committee of Manisa Celal Bayar University (MCBU) Faculty of Medicine. The research was carried out in accordance with the Principles of the Declaration of Helsinki. Written permission was obtained from the Dean of MCBU Faculty of Health Sciences. Verbal and written consent was obtained from the participants who were informed about the study and who volunteered to participate in the study before starting the study.

Data Analysis

The data were coded in SPSS 23.0 (Statistical Package for Social Sciences), and the number, percentage distribution and paired samples were evaluated by using t-test. The data were normalized using The Kolmogorov–Smirnov test. p values of <0.05 were significant.

RESULTS

When the sociodemographic characteristics of the students were examined, it was determined that the average age was 21.87 ± 1.04 , 71.4% of the students were female, 98.4% were single, 59.5% had good income, 85.7% had nuclear families, 61.1% had mothers with primary education, 43.7% had fathers with primary education, 89.7% had no physical illness, 92.9% had no mental illness, 83.3% had no mental illness in their family and 88.9% had no education for mental illnesses (Table 1).

Students shot 11 films in the first semester and nine films in the second semester. When the films were classified according to their titles, the majority (90%) were found to be related to psychopathology (Table 2). When the subjects of film are examined, there were seven films related to schizophrenia, two films related to bipolar disorder, hypochondriasis, dissociative disorder, and obsessive-compulsive disorder (OCD), and one film about anorexia nervosa, social phobia and substance use disorder. While violence was the subject of the film which the students discussed for social problems, they shot a film about group therapy for treatment.

The scripts written in this study examining how the attitudes of nursing students towards psychiatric patients affect the practice of shooting short films reveal several important points about students' perceptions about this subject. First, the main cause of mental illness for students is past traumatic family experiences. Secondly, the support of family, especially friends' is indispensable in the treatment of mental illness. Another point is the importance of getting professional help from mental treatment and care services. The students explained the difference in the prognosis of individuals who agreed and disagreed to receive help from health professionals quite well. While the lives of the patients who applied the treatment given by the professionals and who went to their regular controls were handled regularly, the script was completed with the suicide attempt of the other patients.

Furthermore, the attempts by students who revive health professionals to establish a therapeutic relationship with the patient are promising in terms of the students who are professionals of the future. Finally, the result obtained from the scripts and showing the attitudes of students towards psychiatric patients in the clearest way, is that

“every mental illness (schizophrenia, bipolar disorder, hypochondriasis, dissociative disorder, OCD, anorexia nervosa, social phobia, substance use disorder), is 'treatable' with professional treatment and care service, adequate family and social environment support”.

Table 1. Sociodemographic Characteristics of Nursing Students

Introductory characteristics	n	%
Age, years ($\bar{X} \pm SD$)	21.87 ± 1.04	
Gender		
Female	90	71.4
Male	36	28.6
Marital status		
Married	2	1.6
Single	124	98.4
Income level		
High	43	34.1
Moderate	75	59.5
Low	8	6.4
Family type		
Nuclear family	108	85.7
Extended family	18	14.3
Education of mother		
Illiterate	11	8.7
Elementary school	77	61.1
Secondary school	9	7.1
High school	20	16
University	9	7.1
Education of father		
Illiterate	1	0.7
Elementary school	55	43.7
Secondary school	19	15.1
High school	31	24.6
University	20	15.9
Status of physical disease		
Yes	13	10.3
No	113	89.7
Status of mental disease		
Yes	9	7.1
No	117	92.9
Family having a mental disease		
Yes	21	16.7
No	105	83.3
Status of education about mental disease		
Yes	14	11.1
No	112	88.9
Total	126	100

Table 2. Distribution of Film Groups

Film Groups	n	%
Psychopathology	18	90
Social Problems	1	5
Treatment	1	5
Total	20	100

In the study, the average total score of the pre-test was 64.50 ± 13.77 , and the average total score of the post-test was 72.50 ± 14.72 . The difference between the pre-test and post-test ATMIS score averages of the students was found to be significant ($t: -5.221$; $p < 0.010$) (Table 3).

Table 3. Average and Comparisons of Attitudes Towards Mentally Ills Scale (n = 126)

Attitudes Towards Mentally Ills Scale	Pre-test	Post-test	t	p
Total Score	64.50 ± 13.77	72.50 ± 14.72	-5.221	0.000*

* $p < 0.05$

DISCUSSION

The aim of this study was to determine the effects of short films about mental health and illness on the attitudes of students towards psychiatric patients. In this respect, pre- and post-application questionnaires were applied to the students. As a result of the study, it was found that the practice of shooting short films had a positive effect on the attitudes of students towards psychiatric patients.

Bilge and Palabıyık (2017) examined the effect of short films shot by nursing students in preventing stigma of mental illnesses. As a result of the study, it was determined that short films had a positive effect on preventing stigmatization. This study parallels the conclusion of our study that the attitudes of students towards psychiatric patients were positively influenced by the practice of shooting short films.

Learning communication skills in nursing takes place primarily during the education process. In nursing education, the aim was to train individuals with high skills about communication, counseling, critical thinking issues. Students' self-confidence in both theoretical and practical areas should be increased, individual and professional skills should be developed (Suikkala, 2001). Films enable students to see differences in perspectives, attitudes, and behaviors by encouraging them to think critically, increasing awareness levels (Güler, 2015). This process also contributes to the development of values such as creativity, cooperation, organization, empathy, self-discipline, and respect among students in nursing education (Bilge & Palabıyık, 2017).

Many theories of learning have been put forward in the historical process. David A. Kolb (1984),

who deals with theory and practice, states that the concepts of "learning by doing" and "experiential learning" are important to evaluate abstract and concrete relations together. According to Kolb (1984), individuals learn most efficiently from their own lives and experiences. According to experiential learning theory, thoughts are not static, they undergo an evaluation process according to possible situations and change constantly according to experiences. According to this theory, there are four forms of learning namely reflective observation (watching), concrete life (feeling), abstract conceptualization (thinking) and active life (doing) (Güler, 2015). Short films by students address all these types of learning. In particular, the role of students in the script allows them to empathize, facilitate the change and create a positive effect on their attitudes. This is thought to be the reason why the attitudes of students towards psychiatric patients changed positively after shooting a film.

In studies conducted with students studying in health-related faculties (nursing, medicine, health sciences), it was determined that the attitudes of students towards psychiatric patients were stigmatizing, rejecting and exclusionary and that this approach did not change (Özyiğit et al., 2004; Arkan, Bademli & Duman, 2011; Alpan et al., 2018). Negative attitudes towards psychiatric patients can be reduced by correct information and contact with patients (Mas & Hatim, 2002; Madianos, Priami, Alevsopoulos, Koukia & Rogakou, 2005; Romem, Anson, Kanat-Maymon & Moisa, 2008). Inadequate application area is an important problem in nursing education. Even if the students have sufficient theoretical knowledge, the necessary conditions cannot be provided due to the lack of application areas.

Therefore, special education programs for changing knowledge, belief, attitude, and behavior should be added to psychiatry education programs (Bilge & Çam, 2010). The study has opened a new door in this sense. With our study, it is thought that the practice of shooting short films, which reveals a positive change in attitude towards psychiatric patients, can be included in the education programs.

When the contents of short films are examined in detail, it is seen that the emergence of mental illnesses is based on past family experiences. Starting from the present day, the causes of mental illnesses have been explained by turning back to past experiences. The basis of each disease is based on a family trauma. Another remarkable issue is that at the end of each mental illness scenario, the symptoms of mental illness are recognized by the family or friends and directed to the individual's treatment services. In the script, the support of their family and friends to individuals with mental illness is emphasized in most of the short films.

The attitudes of the society and health professionals towards mental illnesses affect the treatment-seeking behavior of patients and their compliance with treatment. The negative beliefs of families, society and health workers towards mental illness and patients may affect the help-seeking behaviors of patients and their families in this group and may cause patients and families to feel themselves socially worthless. Positive beliefs about mental illnesses among healthcare professionals positively affect the support of the patient and family in the treatment process (Çekiç & Yüksel, 2021). Parallel to this, students emphasized the importance of getting professional help from mental treatment and care services in the treatment of mental illnesses. The difference in the prognosis of individuals who agree and disagree to receive help from health professionals is well explained. A patient-centered approach is crucial in combating negative attitudes (Ross & Goldner, 2009). With a holistic approach to care, nurses are professionals who help patients and their families to accept mental illness. By developing realistic interventions for patients and by involving them in care, nurses can strengthen their communication with the patient through treatment plans appropriate to the values, beliefs, and culture of the patient (Ross & Goldner, 2009; Chadda, 2014).

Having a supporting environment and having easy access to mental illness services are facilitating factors for recovery. Many studies have stated that social support is an important factor in recovery, adherence to treatment, quality of life, gaining insight, preventing internal stigma, and coping with symptoms in diseases such as substance abuse, schizophrenia, and bipolar (Barrios, Guilera, Selb & Gomez-Benito, 2017; Çam & Yalçiner, 2018; Ercan & Demir, 2019; Koç & Tok, 2020; Kök & Demir, 2018). Our study's result obtained from the scripts and showing the attitudes of students towards psychiatric patients in the clearest way, is that "every mental illness (schizophrenia, bipolar disorder, hypochondriasis, dissociative disorder, OCD, anorexia nervosa, social phobia, substance use disorder), is 'treatable' with professional treatment and care service, adequate family, and social environment support".

It was determined that students of health sciences see schizophrenia as a treatable disease in the study of Alpan et al (2018), the study of students of health sciences see depression as a treatable disease (Özmen, Özmen, Taşkın & Demet, 2003), nurses and nursing students see schizophrenia as a treatable disease in the study of Özyigit et al (2004).

Limitations

This study has some limitations that should be noticed. First, the participants in this study were recruited from only one faculty. Second, Data were collected time limitation of 2018-2019. It should not be assumed that the findings will be similar from broader. More representative samples of students and further studies will be needed.

CONCLUSION

As a result of the study, the study of a short film on mental illnesses and the effect of preventing negative attitudes towards patients with mental disorders should not be underestimated. It has been thought that students eliminate the lack of knowledge and mystery about mental illnesses by learning about mental illnesses in film and script. Thus, it has been thought that film-shooting reduces beliefs and behaviors such as unreal and exaggerated fear, dangerousness which are attributed to individuals diagnosed with mental illness.

Ethics Committe Approval

Ethics committee approval was received for this study from the Manisa Celal Bayar University (MCBU) Faculty of Medicine Ethics Committee (Date: 30.01.2019 and No: 20.478.486).

Author Contributions:

Idea/Concept: N.D., S.N.; Design: N.D., S.N.; Supervision/Consulting: S.N.; Analysis and/or Interpretation: N.D.; Literature Search: N.D.; Writing the Article: N.D.; Critical Review: Ö.A.

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Conflict of Interest

The authors have no conflict of interest to declare.

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