

Reel Healing at Home: A Video therapy Approach to Enhancing Emotional and Psychological Well-being among Elderly Populations

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Abstract

Cinema therapy or video therapy is the usage of films for treatment purposes and it is also used to treat mental health issues such as anxiety or depression and also for other purposes to promote altruism and empathy.

Cinema or video therapy can also be used as a source of self-help by people themselves or by people for their family members. They can either watch the films by themselves or screen the films for their family members at their homes and then reflect about or have conversations about the plots and characters with films with their family members about how to solve their mental health issues or/and to enhance their emotional and psychological wellbeing.

The elderly people are a very vital segment of people in the society as they are the emotional and psychological anchors of their families and they also give them advice and guidance whenever required. So, it is very important to make them to successfully their mental health issues and/to enhance their emotional and psychological wellbeing. This study aims to develop a framework, including guidelines and list of suitable films, for the family members to conduct video therapy sessions for their elderly family members at their homes to help them to successfully solve their mental health issues or/to enhance their emotional and psychological wellbeing. The study has adopted the methodology of the qualitative descriptive method.

Keywords: Video therapy, Elderly People, Emotional and Psychological Wellbeing, Cinema and Home

Films serve various purposes to the common public. They sometimes serve as a source of social commentary when they depict or discuss about prevailing social and political problems faced by the people, the society and the countries. Sometimes the films would also provide or suggest solutions to these social and political issues.

Examples of such films include the films *Jaane Bhi Do Yaaro* (1983), the Tamil film *Indian* (1996) and *Toilet-Ek Prem Katha* (2017). Films can also serve as a source of cultural preservation when they depict or show the heritage of a society or a country in the past or present or also the traditions or daily lives of some communities in a country. Examples of such films are the the Tamil film *Aravaan* (2012) and the Japanese epic war drama film *Sekigahara* (2017), which depicts the Battle of Sekigahara in 1600 in Japan, which had led to the beginning of the Tokugawa shogunate in the country and the Kannada film *Kantara* (2022).

They can also serve as a source of education when people learn about more about some key issues in the country or world and also more about some famous personalities, their lives, beliefs and achievements and legacies. Examples of such films such as the film *Gandhi* (1982) and the Tamil film *Kappalottiya Thamizhan* (1961) which depicts the life of the Indian freedom fighter and nationalist thinker V.O.Chidambaran Pillai, who had founded the Swadeshi Steam Navigation Company in 1906, to compete against the monopoly of the British India Steam Navigation Company, in India during the British rule.

Thus, films are a type of media which can be very beneficial to the people if they are well written or directed

or their impact and influence is analysed, handled and implemented successfully and effectively. The idea behind the practice of cinema therapy is also based on this aspect of films. Cinema therapy is the practice of using films for therapeutic purposes and it is a very popular form of therapy in countries abroad such as the UK and USA. Cinema therapy sessions are usually conducted alongside normal psychotherapy sessions.

It is often used to treat mental health issues or other problems such as anxiety, depression and relationship problems and also for other purposes such as to promote altruism and empathy. The practice of cinema therapy which is being practiced by psychologists or therapists usually involves the therapists or psychologists first assigning films, to their clients suffering from emotional or psychological issues, which accurately and successfully portray how film characters with similar or same issues as faced by the clients successfully cope and overcome them.

Then the clients either watch the films or some portions of the films which deals with the aspects of how the film characters cope and successfully overcome emotional or psychological issues with their psychologists or therapists or watch the films at home along with some guidelines about how to watch them, which are given by the psychologists or therapists.

Then after the clients have watched the films either with the therapists or psychologists or by themselves at home, the therapists or psychologists have discussions with their clients by asking them questions about the characters and the plots of the films; to make them to learn from the film characters about how could they solve their mental health issues and/or to improve their emotional and psychological wellbeing.

As people normally become engrossed in the films, their worlds and characters while watching the films and relate to them completely and successfully, they also think about and deliberate about them. This is due to the reason that they suspend their sense of scepticism regarding the films and the characters such as if they are real or fictional while watching the films. Thus this explains about why cinema therapy is effective on clients watching them to help them to successfully recover from their mental health issues. (Solomon, 1995).

In addition, the other reasons for the effectiveness of films as a therapeutic medium, is that as compared to reading books which have several pages which may take some months, people watching films as part of their therapy can finish seeing the films in one session itself and they can experience the solution to their mental health issues in one session itself. Thus, films offer the minimum opposition to the clients as compared to reading books. (Solomon, 1995).

Another key reason for the effectiveness of cinema therapy is that there are several films offering solutions to various mental health and relationship issues and also that they can also be watched privately by the clients in their homes, with very minimal costs as compared to attending therapy. (Solomon, 1995).

In addition to this, films are of assistance to everyone as they enable them to be with their emotions in a safe setting or situation which “feels safe” like our homes (Solomon, 1995) or the homes of their friends. A safe situation or setting like this enables the people to relax themselves and more express and talk about their feelings more frankly. (Solomon, 1995). In addition to this, cinema therapy is also known by other names such as video therapy, movie therapy, videowork and film therapy.

In addition to this, the video therapy practitioners and websites which post information related to cinema or video therapy also state that it can be practised as a form of self-help by the concerned people individually or they can also support their family members by suggesting appropriate films for them based on their requirements or emotional or psychological issues and engaging them, after the latter have watched the films. Then, they can engage in conversations with their family members about the characters and plots of films to help them to recover from their mental health issues and improve their emotional and psychological wellbeing.

A study conducted by Perez-Grajo (2021) studied and analysed about how films and soap operas on the Over-The-Top (OTT) streaming platform Netflix served as a source of healing to the people in Philippines during the period of lockdown in the country during the pandemic. The study found out that the happiness that the people had experienced while watching the films on Netflix must have eliminated the depression which they had experienced during the pandemic which was predominating their focus during the day time. A Netflix survey, mentioned by the study, also revealed that 73% of the people who had participated in the survey said that they had experienced good feelings associated with binge-watching the films.

This study is about a new area in cinema therapy; that how films can be therapeutic for the people when they are watching the films for leisure and comfort and give them happiness while watching films in Over-The-Top platforms (OTT) platforms such as Netflix and it has also reiterated that film therapy is a successful form of “self-help like music, therapy and dancing.”(Perez-Grajo, 2021).

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However, a limitation of this study is that the study analyses about how watching films could be therapeutic for people on Over-The-Top platforms only during the COVID-19 pandemic and not about how different sections of people such as women and elderly people can practise cinema therapy by themselves and also how concerned family members can practice cinema therapy sessions for them in their daily lives, in their homes.

This study aims to address these aspects by developing and creating a framework which includes detailed guidelines and precautions during each stage of video therapy sessions, for the family members who wish to help their elderly family members to address or solve their mental health issues and enhance their emotional and psychological wellbeing. The framework could be implemented practically in the real lives by the family members for their elderly family members. It also provides a list of possible suitable Tamil and English films which may be suitable to the elderly people at home to be watched for video therapy sessions.

This study has developed and created a framework for organizing video therapy sessions for the elderly people as they might be able to consult the doctors regarding their mental health issues due to their physical ailments or other issues.

This is due to the fact the elderly people are the pillars of the society and also serve as the emotional and psychological anchors of their families and giving them advice and guidance and actions to guide the latter through their lives and live happy and successful lives.

Thus, the elderly people are a very vital segment of the society and it is very important to take care of them and to make them to successfully solve their mental health issues such as depression, anxiety and social isolation and loneliness and enhance their emotional and psychological wellbeing.

STUDY METHODOLOGY

The methodology adopted for this exploratory study is qualitative descriptive method and qualitative data was used for the purpose of this study and there are two types of qualitative data: primary and secondary data. As primary data such as interviews with family members who have conducted video therapy sessions for their elderly family members are not possible, secondary data was used for the purpose of this study.

Secondary data such as books, websites, online articles and research papers about cinema or video therapy and elderly and how cinema or video therapy can be used by people at home were read and analysed to create and develop the framework for the family members to conduct video therapy sessions for their elderly family members at their homes.

RESULTS AND DISCUSSION

Ideally, video therapy sessions at home should be conducted for one elderly family member at a time in order to have the maximum focus and attention on the concerned family member during the process of the video therapy sessions. Such sessions would also make the concerned elderly person to successfully address their mental health issues successfully and/or to enhance their emotional and psychological wellbeing. In addition to this, conducting a video therapy session with one elderly family member at a time also helps the elderly people to better understand and follow all the steps of the video therapy sessions thoroughly and successfully.

The detailed guidelines and aspects of each stage of video therapy which people need to follow to conduct video therapy sessions for their elderly family members at home are given below:

1. Understanding the emotional or psychological issues or present state of the elderly family member

The basic step for conducting video therapy sessions for the elderly people at home by their family members, who are interested in carrying out video therapy sessions for their elderly family members, is to first to talk to them and have a clear understanding of their present mental health condition or some of the emotional or psychological issues which they are facing.

They should also talk to their elderly family members, whom they would like to conduct cinema therapy sessions for, about their mental health issues which they might be facing such as anxiety and loneliness, their unfulfilled wishes and desires and what aspects of their lives which they would like to improve and other such aspects related to the former etc.

This will provide the family members a complete understanding of their elderly family members' mental health issues and condition and also they should determine, based on this understanding that, if their elderly family members can be encouraged to address and solve their mental health issues and/or enhance their emotional and psychological wellbeing etc through video therapy.

This decision of determining if video therapy would be suitable for the elderly family members should be

made on several factors such as the age of the concerned elderly family members, their current emotional or psychological state and their ability to fully understand and take part in the video therapy sessions thoroughly.

This is due to the reason that these factors would play a key role in their successful and effective participation in the video therapy sessions as the sessions require them to think, deliberate and also to speak with their family members a lot.

2. Selecting suitable films for the elderly family members

After determining that video therapy sessions are suitable for the elderly family members and it can be conducted for them at home, the concerned family members who would like to help them through video therapy, can introduce and speak to them about the idea of video therapy sessions and how they are conducted.

Then, they can ask them if they are interested in this type of sessions and if they would like to participate in such sessions for them at home can be conducted by the former, to make the latter, to address their mental health issues or/and improve their emotional and psychological wellbeing. If the elderly family members reply that they are interested and agree to take part in video therapy sessions at home, the family members can proceed to the next and very vital step in the process of video therapy sessions: selecting suitable films or portions of films to be viewed by the elderly family members for their video therapy sessions.

The selection of films forms the fulcrum of successful video therapy sessions as it is through the process of selecting suitable films for video therapy sessions for the elderly family members, that the elderly family members can be encouraged and made to relate to and connect with film characters facing similar mental health issues like them or characters in a similar state like them, to take inspiration from them or to follow them in improving some aspects of life and to successfully address and solve their mental health issues and/or to enhance their emotional and psychological wellbeing.

While selecting films for video therapy sessions for their elderly family members at home, the family members should keep in mind and also follow the following guidelines for selecting films for video therapy. They are:

- “1. Films should be emotionally accessible: People should be able to emotionally engage with films.
2. Films that are being used should not misinform, miseducate, or stigmatize mental health challenges and/or the process of treatment.
3. Films should offer hope.” (Shelton, 2023).

In addition to these guidelines, the family members before selecting suitable films for video therapy sessions with their family members, should also ask their elderly family members about their preferences about what type of films would they like to watch for video therapy sessions or what type of films they would not like to watch for video therapy sessions.

This is due to the reason that some elderly people would light hearted and feel-good films and some elderly people would not prefer serious drama films. Thus, it is important to know about their preferences about the type of films which they like or do not like before selecting films for video therapy sessions with them. It is also important to keep in mind due to the factors such as the level of understanding of the elderly family members, their ages and their present emotional or psychological state as some elderly people might not be able to understand certain types of films.

Thus, films should be selected for video therapy sessions with them, by keeping these factors in mind, as these factors determine the success and effectiveness of the video therapy sessions on the elderly family members.

In addition to this, family members while selecting films for video therapy sessions for elders, should make sure that the stories of the crux of plots of the films selected for video therapy sessions should about elderly people or the elderly people should ideally be the protagonists of the films. This is due to the reason that elderly people would most likely to relate better to the films revolving around them or featuring protagonists who are elderly people like them, for their video therapy sessions. This would in turn ensure the success and effectiveness of the video therapy sessions for them.

Sometimes, the family members can make the elderly family members to watch the entire films as a part of their video therapy sessions or some portions of the films in which the maximum focus is placed on how the film characters successfully address or solve their mental health issues or enhance their emotional and

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psychological wellbeing.

The latter is also an option for the video therapy sessions as some times the films would contain too much of unnecessary elements such as violence, comedy and villainy which would dilute the core storyline of the film where the film characters solve their mental health issues and/or enhance their emotional and psychological wellbeing. Thus the elderly family members might not be able to understand and connect with how the film characters successfully solve their mental health issues and enhance their emotional and psychological wellbeing. The films featuring the above unnecessary elements would also be uncomfortable for the elderly people or sometimes the elderly people would not like watching these elements in films.

The films selected for video therapy sessions with the elderly people at home should also address directly or indirectly some of the mental health issues faced by the elderly people or should depict positively and successfully depict or discuss about themes and aspects related to the emotional and psychological wellbeing of the elderly people.

Choosing such films for video therapy sessions would ensure that the elderly family members would watch films dealing with mental health issues faced by them or related to improving their emotional and psychological wellbeing, with interest. This would also make them to watch films and also take part in the subsequent discussions related to the film characters and films as a part of their video therapy sessions successfully.

The films for video therapy for elderly people at home might be edited suitably to focus on how the characters solve their mental health issues or enhance their emotional and psychological wellbeing through the use of editing software like Adobe Premiere Pro and Filmora etc and also through other suitable ways.

Besides this, the concerned family members can also choose suitable films for video therapy sessions with their elderly family members through the following list of suitable films in Tamil and English for elderly people for video therapy which is given below:

Table 1: List of suitable Tamil and English films for video therapy at home for elders

Film	Type of Film	Language	Brief plot outline of the film
<i>Pa Paandi</i> (2017)	Drama film	Tamil	Pa Pandi, a former stunt master tries to get rid of drug peddlers in his neighbourhood and thus he gets into trouble with the police sometimes. This leads to rifts between him and his son Raghavan. One such moment of a rift is when Pandi decides to go on a soul-searching journey.
<i>KD Engira Karuppudurai</i> (2019)	Comedy drama film	Tamil	Karuppudurai, an 80 year old man who was in a coma, suddenly wakes up and overhears his children planning to kill him through the practice of thalaikoothal. Thus, he runs away from home and in the process, befriends a young boy named Kutty. This boy helps him to live his life to the maximum content.
<i>Thaai Kizhavi</i> (2026)	Comedy drama film	Tamil	Pavunuthaayi, is an elderly woman but also is very independent and tough, who lives with her daughter and her son. She is a moneylender in her village. All of the villagers are very afraid of her to due to her straight-forward and also ruthless approach while collecting the money which they have to pay her. However, suddenly one day Pavunuthaayi falls very ill and her estranged sons and son-in-law come to her house to claim their

			share of the wealth. What will happen next? Will Pavunuthaayi recover and come back successfully? Will her sons and daughters-in-law realize and understand about her?
<i>Up</i> (2009)	Animated comedy adventure drama film	English	Carl Fredricksen, a 78-year old widower, goes on a journey along with his house by creating a system which makes it to fly, to a place named Paradise Falls. This was the wish of his late and beloved wife Ellie and him. However, during this trip, he has to take along an reluctant traveller, a young boy scout Russell. Will Carl be able to fulfil their wish successfully? Will he successfully recover from his grief and sorrow of Ellie's death?
<i>Edie</i> (2017)	Adventure Drama	English	Edie, an elderly widow, after her husband's death, decides to trek the Mount Suilven in Scotland, which was planned initially by her father after her marriage. However, her husband did not allow her to go there back then.
<i>The Intern</i> (2015 film)	Comedy drama	English	Ben Whittaker is an aged widower who has recently retired and as he is feeling bored. So, he has applied to the position of a senior intern at an online fashion website. However, his boss and the CEO of the website Jules ignores him. Will she understand him and mingle with him? How will Ben perform his duties in his new office successfully?
<i>On Golden Pond</i> (1981)	Drama	English	Retired professor Norman Thayer and his wife Ethel always return to Golden Pond for a summer vacation from an early period in their marriage onwards. Norman is soon going to be 80 and their daughter, Chelsea, with whom Norman has been having a difficult relationship, introduces her fiancé and his son from his first marriage Billy to her parents. She also asks them to take care of Billy while she and Bill leave on a vacation to Europe. Will Billy enjoy his vacation and warm up to Norman and Ethel? Will Norman and Chelsea reconcile?
<i>ROCKY BALBOA</i> (2006)	Sport Drama	English	Rocky Balboa, the ex-heavyweight champion has retired from the sport and he runs a restaurant. He also faces some issues such as his grief over the death of his wife Adrian and his shaky relationship with his son Robert. However, a

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			simulated fight between Rocky and the current champion Mason Dixon in which Rocky wins inspired Rocky to return to boxing. Hence, a charity match is announced between him and Dixon. Will Rocky rise up to the challenge and defeat Dixon to prove his prowess. What will transpire?
<i>Mrs Harris Goes to Paris (2022)</i>	Comedy drama	English	Mrs Harris, a widowed cleaning woman in London in 1950s. She starts to like a couture Dior dress very much and decides that she should also have one. After she unexpectedly receives a war widow's pension, she decides to go to Paris to the House of Dior, the company which designs the couture Dior dress, to buy the dress.

3. Guided viewing of the films for the video therapy sessions

After having selected films for the video therapy sessions for the elderly family members, the next step in conducting would be guide them to watch the films as per the guidelines of watching films for video therapy sessions.

The family members should tell and also explain to their elderly family members about the guidelines for watching films or some portions of the films, for video therapy sessions and also tell them to watch the films or some portions of the films as per these guidelines, in a suitable and peaceful environment in the computers or the televisions by themselves or with their family members.

It is these environments in which the elderly family members can watch films for video therapy with full attention and focus successfully on the film and characters without any distraction or noise.

Another important aspect about while explaining to the elderly family members about the guidelines for watching films or portions of the films for video therapy sessions and making them to watch the films as per these guidelines, is that the family members should keep in mind the aspects of their elderly family members such as their ages, present conditions and their health ailments such as breathing issues etc.

This is due to the reason that as the guidelines about watching films for video therapy sessions require breathing before watching the films which may not be possible or might be uncomfortable for some elderly people due to reasons such as their ages and breathing and other health-related ailments.

During these situations, the family members can skip these steps and other steps which are uncomfortable for the elders in the guidelines about watching films or portions of films for video therapy and can tell them to watch the films with an open and calm mind. They can also tell the elders to observe the films and the ideas, characters and their dialogues affect their inner mind instead of telling them to observe how these aspects affect their breathing.

The guidelines for watching films for watching films or portions of films for video therapy which was framed by Birgit Wolz, a cinema therapy practitioner. She has also authored a book titled "E-Motion Picture Magic: A Movie Lover's Guide to Healing and Transformation" and the guidelines are:

"While preparing to watch films for cinema therapy or video therapy, sit in a comfortable manner and let the your (the clients' or the people', who are taking part in the video therapy sessions) breath move freely and without any tension, initially to your bodies followed by to your breath. Just breath in and breath out naturally. Breathe in this manner for some time. Observe any areas where there is tension or holding.

As you gradually become aware of these areas, allow your breath to travel into them. To let go of the tension, you could also "breathe into" the areas of your body where you could feel the tension. Your breath should never be forced.

Your gentle focus is enough to make you more present and well-balanced, as it spontaneously , rectify and strengthens your breathing even if it is restricted. Experience your present state without any inner criticism or comments. If you observe yourself judging, just listen to "the tone of your inner dialogue" as you come back to your breadth'. The judgements and worries should be kept aside. (*Guidelines for Watching Films*, n.d.-b)

As soon as you have become “calm and centered”, begin watching the films. Many in-depth observations emerge when you begin focusing on the plot of the films and its characters. While watching the film, bring the attention of your inner minds to “a holistic bodily awareness”. This means that you are fully aware of yourselves such as your head and heart etc. (*Guidelines for Watching Films*, n.d.-b)

While watching the films, you might observe yourself breathing from “your subtle, always present intuitive core”. Notice how the pictures, “ideas”, dialogues and “characters” of the films “affect your breadth”. (*Guidelines for Watching Films*, n.d.-b). Do not analyse anything from the films while you are watching them. Be completely “present with your experience” while watching the films during the process of cinema therapy or video therapy sessions. (*Guidelines for Watching Films*, n.d.-b). “

If the family members of the elderly people are also there with them while the latter are watching the films, the family members should also closely look at their reactions and behaviours while watching the films and also to which characters, dialogues and themes of the films do the elderly family members like a lot or even dislike.

This will be helpful for their family members to have successful conversations with their elderly family members after the film screening, to make them to learn from the film characters and the themes which they like, to make them to address their mental health issues and/or to improve their emotional and psychological wellbeing successfully.

Another important thing to tell the elderly family members while watching the films for video therapy sessions, to report to when they are feeling very uncomfortable while watching the films or when they are having extreme emotional or psychological reactions such as distress, anguish, anxiety, grief and extreme happiness, or to observe while the elderly family members are watching the films with their family members present with them is that to observe if the elders are reacting in the above mentioned ways.

During these situations when such reactions are observed or when the elderly family members report such reactions during film watching, the video therapy sessions have to stopped immediately and the elders should be calmed down and become normal as these reactions could indicate adverse impact of the films on their emotional and psychological wellbeing. If these reactions or issues persist for a long time, then psychologists or therapists should be consulted for immediate and successful treatment and recovery for the elderly family members from these issues.

4. Discussions after the film viewing and monitoring the progress of the elderly family people

One of the key aspects of video therapy sessions is the discussions that take place between the therapists and clients in clinics or hospitals or between the elderly family members or their family members who are conducting the video therapy sessions for them at their homes, after the film viewing sessions. This is due to the reason that previous research about cinema or video therapy have emphasized about the importance of these discussions after the film viewing as they help the clients or elderly family members to learn from the film and film characters to solve their mental health issues and/or enhance their emotional and psychological wellbeing.

The discussions between the elderly family members and the family members who are conducting the video therapy sessions for them at their homes can start with the following questions and later develop into detailed and in-depth conversations:

1. “Did you like the film? Why?”
2. What aspects(conversations, plots or themes of the films) did you like or did not like? Why?
3. Which characters in the film did you like? Why?
4. How did the film characters address some of the issues such as loneliness, grief or anxiety or enhance their emotional wellbeing?
5. Was there a character or some characters in the films who had behaved in the ways that you would like to follow? Can you explain in detail about these characters and their behaviours which you would like to follow?
6. Did the characters which you had discussed about in the previous question, have certain qualities or traits that you would also like to have or develop in your lives? What are these qualities or traits and why would you like to follow them?
7. Can you explain in detail about these strengths or qualities?”

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8. What are some of the takeaways from the film? Can you explain about them in detail? (*Guidelines for Watching Films*, n.d.-b).

The questions which can be asked to the elderly people after the films as a part of the video therapy sessions are also provided by Dr Birgit Wolz on her website, cinematherapy.com.

The family members can also frame and ask additional and suitable follow up questions based on the responses of their elderly family members to the above questions to make them to learn from the film characters to solve their mental health issues and/or to enhance their emotional and psychological wellbeing.

Another important aspect which should be noted during these discussions, is that if the elderly family members do not like answering or feel uncomfortable while answering any of the questions, then the family members should immediately stop asking the questions. This is due to the reason when the elderly family members do not like or feel uncomfortable with certain questions, they would not participate in the discussions with interest and also successfully, which might affect the success of the video therapy sessions with them.

In the case, the family members can make the elderly people to give the information which they would like them to provide through the particular question by asking the question in a different way or asking various questions, which lead the elders to provide the desired information, which may be comfortable to them or may be liked by them.

After the discussions are over, the family members can ask the elderly family members once or twice a week or a month or at any suitable or appropriate time interval, about how they are feeling now after the video therapy sessions, to assess and monitor the impact of the video therapy sessions on their emotional and psychological wellbeing. They can also analyse and make sure that the video therapy sessions has a sustained and positive impact on the emotional and psychological wellbeing of their elderly family members for a long and sustained period of time.

Another important aspect to note during the progress assessing sessions is that when the elders complain or inform of the family members of any side effects such as over-anxiety, isolation and anger etc due to the video therapy sessions or at any period of time after the video therapy sessions, then the family members should consult the psychologists or therapists about these issues and these issues should be addressed and resolved successfully and as soon as possible, to ensure the emotional and psychological wellbeing of the elderly people.

CONCLUSION

Cinema therapy or video therapy involves the use of using films for treatment purposes and it is used alongside regular psychotherapy sessions in countries such as the USA and United Kingdom. One of the advantages of video therapy is that it can also be used by people as a form of self-help and Dr Gary Solomon, the famous cinema therapy or video therapy practitioner, related websites and the study by Perez- Grajo (2021), also emphasize on this aspect of video therapy.

The elderly people are one of the most vital and important sections of people in our families and societies as they are the seniormost members in their families. They also provide emotional support, guidance and advice to their family members including children and adults.

In addition to this, they are one of the sections of our society who require treatment and emotional and psychological support to address some of the mental health issues which they are or might be facing such as loneliness, anxiety and depression or/to improve the quality of their lives.

Thus, video therapy is one of the suitable methods which can be used by the family members of the elderly people at home itself, to make the elderly people to address their mental health issues successfully and/or to improve their emotional and psychological wellbeing through guided and appropriate movie watching and discussions as part of the video therapy sessions. The practice of video therapy sessions at home could be a very beneficial and also a very convenient method for the elderly people at their homes itself.

This study aims to develop and create a proper and detailed framework for the family members to conduct video therapy sessions at their homes with their elderly family members at their homes, with detailed guidelines to be followed at each step and also some precautions that should be kept in mind during each step of the video therapy sessions for their elderly family members.

It has also listed some suitable films which could be watched by the elderly people for their video therapy sessions at home which also includes films in Tamil for the benefit of Tamil speaking elderly people living in Tamil Nadu or abroad. Thus, by listing suitable Tamil films for video therapy sessions with the elderly people

at home, this study has made a contribution to the research of cinema therapy and elderly people in Tamil Nadu and India.

However, this study also has its limitations. First, this study is a theoretical and descriptive paper and it has only developed and created a detailed framework for the family members to conduct video therapy sessions with their elderly family members at home. Thus, this framework needs to be implemented in homes for their elderly people and the effect of carrying out video therapy sessions on the elderly people based on this model, should be studied and analysed through proper empirical and experimental research studies. These aspects could be addressed in further research.

Secondly, this study has created and developed a framework for conducting video therapy sessions at home for elderly people by their family members only and similar frameworks for conducting video therapy sessions at home for other sections of the society such as women and children etc. can also be created and developed and experimental studies could be conducted to prove the success of these models. Another limitation of this study is that it has only provided and recommend some films in Tamil and English which can be used for video therapy sessions with elders at the home based on the criteria, for choosing films for video therapy sessions with elders at homes by their family members. Future research can include more suitable films to be used for cinema therapy or video therapy sessions for the elderly people around the world, at home and also in general in various languages such as Hindi, Telugu, French and German.

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