



Medical drama TV series: A semi-systematic literature review

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ABSTRACT

The primary goal of this study is to grasp the evolution of research surrounding medical drama TV series, delineate prevalent research domains along with their evolving approaches, and unearth potential gaps and emerging trends within the field. The research methodology employs a semi-systematic literature review to comprehensively explore the evolving landscape of medical drama TV series research. It follows structured, comprehensive, and transparent principles, including the definition of research questions, the explicit description of research methodology, and a multi-step screening process to classify the literature. Five research areas were defined for literature classification: Narrative Analysis, Pedagogy and Bioethics, Linguistics and Communication, Gender Studies, and Reception Studies. Analyzing 269 papers from 1964 to 2023, the review reveals medical dramas' significant impact on audiences' understanding of healthcare and their pedagogical value in teaching medical and ethical concepts to students across disciplines.

Keywords: semi-systematic literature review, medical drama, TV series, media, healthcare communication

INTRODUCTION

Medical drama TV series can be defined as serial products belonging to the broader category of *fiction à substrat professionnel* (Petit, 1999) and are among the most successful and long-lasting products within the contemporary audiovisual mediascape (Rocchi & Pescatore, 2022). Typically set in hospitals or health facilities, these products provide a narrative space where the professional and personal lives of characters such as doctors, nurses, and patients unfold. From a narrative standpoint, medical TV series involve both an anthology plot, which includes the medical cases of each episode, and the running one, which develops the professional and sentimental relationships of the protagonists (Pescatore & Rocchi, 2019).

Medical dramas emerge as a multifaceted research subject, transcending mere entertainment to act as mirrors reflecting and shaping societal norms, values, and perceptions (Pescatore, 2023). The genre's adeptness at weaving professional, sentimental, and medical narratives within a singular hospital setting offers a unique vantage point to scrutinize the interplay of individual and collective experiences, mirroring broader societal life and its complexities (Innocenti & Pescatore, 2018). This microcosmic representation of society enables a nuanced analysis of social organization, power structures, ethical challenges (Arawi, 2010; Kendal & Diug, 2017), and interpersonal dynamics, all contextualized within the emotionally charged and universally relevant realm of healthcare. Furthermore, medical dramas' capacity to encapsulate and respond to current societal debates (Burkhead & Robson, 2008; Herold & Sisson, 2020; Warner, 2015) imbues them with a dynamic role in shaping public discourse, particularly concerning healthcare ethics and social justice (Gerbner et al., 2002; Hether et al., 2008). Their portrayal of medical scenarios not only engages audiences

but also serves as educational function (Alismail, 2018; Asbeek et al., 2015; Hether et al., 2008; Movius et al., 2007), potentially altering public perceptions and contributing to the destigmatization of certain health conditions (Chung, 2014; Rosenthal et al., 2018). Thus, the academic intrigue in medical dramas lies in their dual function as cultural artifacts and agents of societal reflection and influence, presenting a rich tapestry for scholarly inquiry across disciplines, from narrative studies to healthcare communication.

One of the first medical dramas was *Dr. Kildare* (NBC, 1961-1966), which debuted in 1961 and became one of the most famous TV series of the genre, preceded by *City Hospital* (CBS, 1951-1953) and *Medic* (NBC, 1954-1956). At this early stage, it soon became clear that these products were able to catch the attention of the audience and professionals (Turow, 2010). A turning point in TV seriality, especially within the realm of medical dramas (Turow, 2010), was marked by *ER* (NBC, 1994-2009). With its use of handheld cameras, dramatic plots and an ensemble cast, this show transformed the genre and succeeded in attracting many viewers (Carter, 2009), setting a new standard for subsequent medical dramas (Braga, 2008). Continuing into the 21st century, shows like *Grey's Anatomy* (ABC, 2005-present) have maintained the captivating appeal of medical dramas for viewers by putting its diverse cast of characters in the spotlight and tackling current issues like social justice and LGBTQIA+ representation (Lauricella & Scott, 2018; Warner, 2015; Zuk, 2017). This product is a fitting example of how such TV series explore different themes since the genre can interpret the instances of the social context in which it is generated (Riccio, 2008). Some are directly related to the medical context, such as private health in the United States, inequalities, and biases in the treatment of patients. Others are intertwined with the numerous socio-cultural challenges of contemporary society, encompassing topics such as racism, abortion, and women in positions of power.

Certain medical dramas placed a greater emphasis on the portrayal of the doctor figure. Dr Gregory House, portrayed by Hugh Laurie, emerged as a brilliant yet unorthodox doctor-hero (Strauman & Goodier, 2011), infusing the television series *House, M.D.* (FOX, 2004-2012) with an original twist. Unlike other products, the show's protagonist is an unconventional professional with a marked ability to solve particularly complex medical cases, during which the viewer sees on the screen numerous ethical dilemmas (Armbrust, 2013; Wicclair, 2008). In more recent years, series such as *The Good Doctor* (ABC, 2017-present) and *New Amsterdam* (NBC, 2018-2023) have gained popularity: the first portrays a young autistic surgeon with savant syndrome, highlighting the difficulties and successes faced by people with neurodivergent conditions in the medical field; *New Amsterdam* highlights the issues facing a fictional public hospital in New York and the effects of the US private health system on patients. In summary, the medical genre has undergone an evolution, leading to shifts in narrative structures, characters, and represented themes. Moreover, the power of medical dramas lies in how their impact goes beyond mere entertainment: the depiction of the healthcare system and medicine on the screen can strongly influence the perceptions of both viewers (Alismail, 2018; Asbeek et al., 2015; Hirt et al., 2013) and physicians (Baños et al., 2019).

Among different television genres, medical dramas have piqued the interest of scholars and practitioners alike. Rocchi's (2019) review outlined the historical progression of the genre and its growing research relevance. Indeed, there remains a need for a more in-depth and comprehensive academic exploration of medical drama literature to dissect the interplay between the domains of medicine, media, and culture, also in relation with the rise of video-on-demand platforms such as Netflix has profoundly transformed global media consumption habits, reshaping the ways in which audiences access and interact with narratives (Lobato, 2018). This paper seeks to illuminate the existing research, identify research trends, and suggest areas for future exploration. Pioneering in its scope, this semi-systematic literature review (SSLR) is the first to analyze the relationships between TV seriality, specifically medical TV series, and the interconnected fabric of media studies and cultural patterns, thus filling a gap in contemporary academic discourse.

RESEARCH METHODOLOGY

A comprehensive review of the literature is a fundamental aspect of academic research. The approach upon which this work is founded is that of a SSLR that aims to identify, select, and critically appraise articles to answer broad research questions (Snyder, 2019). SSLR is used by many scholars, particularly in scientific disciplines, such as medicine (e.g., Bilir & Kahramanoğlu, 2023), engineering (e.g., Hess & Fore, 2018; Zhou et al., 2016), and marketing (e.g., Melina et al., 2023) and is characterized by different attributes. An SSLR is

usually structured, comprehensive, and transparent (Hiebl, 2021). Consequently, the first point in writing an SSLR is defining a research design that will help in the identification of objectives. This work has four main steps:

1. **Research questions:** Identifying the research questions clarifies the purpose of the review and determines the best approach to use for the analysis.
2. **Research approach:** In this phase, it is necessary to explicitly describe the methodology used for the research and outline the inclusion and exclusion criteria.
3. **First and second screening:** The first stage of screening involves searching for publications using the keywords identified in the inclusion criteria and identifying the main areas of research. Then, starting from the research areas which arose from emerging coding (refer to Stuckey, 2015 for details on coding techniques) of the first screening, the second screening phase aims to classify the sample according to the approach and perspective through which the topic is analyzed (i.e., area and sub-area).
4. **Discussion of results:** The last phase is about understanding which topics the literature focuses on most, identifying trends and possible gaps to provide the most exhaustive analysis possible of the works published on the research topic.

Semi-systematic literature reviews face challenges in the humanities due to the commonly subjective and interpretative nature of the field. Humanities research usually lacks the methodological standardization found in hard sciences, making it harder to classify information and results. The goal of this SSLR is not merely to describe quantitative data such as article counts or citations (Snyder, 2019, p. 338) but to engage in a more profound and critical analysis of the content through a structured, comprehensive, and transparent research design.

Research Questions

Medical drama TV series, as noted in the introduction, represents an extremely varied topic and for this reason, before commencing the work, it is essential to formulate research questions that will guide the analysis. Taking as a starting point the steps that we have set out above, we are guided by two research questions:

- RQ1:** How has research on medical drama TV series evolved over time, and what are the main approaches and perspectives applied to studying these audiovisual objects? Can we delineate a thematic distribution among the extant literature, and identify predominant focus areas and trends as well as noticeable research gaps?
- RQ2:** What potential pathways could future research on medical drama TV series pursue? Does the existing corpus of studies indicate the advent of novel theoretical frameworks, or is it indicative of a progression along established scholarly trajectories within the literature?

Identification of the Research Approach

In an SSLR several approaches are possible: database-driven, journal-driven, seminal-work-driven, and combined (Hiebl, 2021, p. 240). This work was conducted with a database-driven approach for two main reasons:

- (a) the inclusion of multiple databases (see inclusion criteria IC2) enables us to access a wider number of papers (Green et al., 2006) and find items within the grey literature, which Schöpfel (2011, p. 6) defined as “that which is produced on all levels of government, academics, business, and industry in electronic and print formats not controlled by commercial publishers” and
- (b) the online search process enables us to adapt the database results to the research questions, leading to a more structured review (Hiebl, 2021).

Subsequently, we complemented this initial method with the individual's knowledge and the snowball technique, which provided us the opportunity to discover additional items.

We then developed some inclusion and exclusion criteria, both content and non-content-related, to select and screen the corpus.

Inclusion Criteria

IC1: Object. We considered items that deal with medical drama TV series.

IC2: Databases. We included in our research process articles that were accessible through four different databases: Google Scholar, JSTOR, Scopus, and Semantic Scholar.

IC3: Time. We chose not to define a lower temporal boundary to fully trace the development of each research domain. We established an upper limit of September 2023.

IC4: Language. Articles where the abstract and keywords are in English, Italian, French and Spanish were provided.

IC5: Keywords. We searched for articles using three categories of keywords:

- (a) genre keywords included "Medical Drama TV Series" and "Medical Drama on TV";
- (b) research areas keywords contained "Medical Drama Narrative Analysis", "Medical Drama Pedagogic Approach", "Medical Drama Bioethics", "Medical Drama Linguistic Approach", "Medical Drama Communication", "Medical Drama Gender Studies", and "Medical Drama Reception Studies"; additionally,
- (c) specific TV series keywords comprised "Grey's Anatomy", "House M.D.", "Chicago Med", "The Good Doctor", "New Amsterdam", "E.R.", and "The Resident".

The keywords regarding specific TV series have been selected considering the most successful productions. Building upon the foundational keywords delineated above, we employed the snowballing technique, meticulously tracing references within the obtained papers to unearth additional relevant literature.

IC6: Items. Our sample involves scientific articles, conference proceedings, letters to the editor, and grey literature. Moreover, we consider both empirical and non-empirical publications.

IC1 and IC5 are content-related criteria; IC2, IC3, IC4, and IC6 are non-content related criteria. Regarding the exclusion criteria, we have not included in the corpus papers that do not meet the inclusion criteria. Additionally, we have not included citation rates as criteria in our search, because although they have been used in several works (e.g., Keupp et al., 2012) to reduce the sample or to identify the most influential articles, the criterion is not functional for this research. Furthermore, we chose not to include quality assessment in the criteria because "studies that are highly relevant for a review's research question(s) and well executed may be excluded just because they were published in a journal with a low or nonexistent ranking" (Hiebl, 2021, p. 248).

Screening and Identification of Research Sub-Areas

The screening process is divided into two phases. In the first screening phase, we analyzed the initial papers collected from the databases using keywords. This first step served to identify the main and most frequent approaches used in articles, then we refined the collection process and expanded the amount of data through the second screening phase. Through an emerging coding process, we identified five research areas, using which we refined the search using more specific keywords (see IC):

1. **Narrative analysis.** This domain encompasses studies on narrative structures and conventions within medical dramas, scrutinizing genre characteristics, episodic and serial storytelling, character development, and thematic explorations, such as depictions of death and the body. It also includes comparative analyses of the medical genre across different cultural contexts and examines portrayals of physicians, their interactions with patients, and the on-screen accuracy of medical conditions.
2. **Pedagogy and bioethics.** Research in this area investigates the pedagogical applications of medical dramas for professional development, including their role in inspiring medical careers and instilling professionalism. For general audiences, it assesses the potential for misinformation. Additionally, it delves into bioethical considerations, focusing on medical responsibility, moral judgement, and norm violations, particularly in relation to the use of these dramas as educational tools.
3. **Linguistic and communication.** This field analyses the linguistic elements that define medical dramas, considering the dynamics of patient-practitioner communication, the challenges of dubbing

and subtitling, the use of specialized medical jargon, and non-verbal cues within the narrative framework.

4. **Gender studies.** This approach focuses on the representation of gender issues in medical TV series, including the representation of female characters, gender biases in patient care, stereotypes in the medical field (e.g., male nurses), and the depiction of the LGBTQIA+ community and marginalized groups (e.g., black people, autistic people, and disability).
5. **Reception studies.** This field of research mainly studies how medical dramas are received by the audience, investigating the engagement of viewers with certain aspects of TV series (e.g., characters, themes, narrative lines) not only through traditional channels but also via social media.

During the second screening phase, all the collected publications were analyzed to evaluate their relevance and their accordance with the inclusion criteria. Initially, the titles, abstracts, and keywords were considered, and a first skim was made to assign each paper to one of the aforementioned research areas. At a later stage, we proceeded with the reading of the entire texts to classify the objects according to a sub-area. The classification strategy that we employed in our approach prioritized identifying the prevailing research area of each study, without specifically addressing the potential overlaps between categories. Recognizing both the existence and significance of such overlaps, which often indicate the interdisciplinary nature and complexity inherent in the themes explored within the medical genre, we have chosen to focus primarily on the main research areas. This decision stems from the realization that analyzing these interconnections would require a methodological approach distinct from our current classification system, one that goes beyond the scope of this paper.

Intra-Coder Reliability

Intra-coder reliability measures whether an individual coder assigns the same codes to data when coding sessions are conducted at different times. While not frequently employed in qualitative research, examining intra-coder reliability can be a valuable practice to enhance researcher reflexivity, as highlighted by Joffe and Yardley (2003). In our SSLR, we utilized Cohen's kappa to evaluate the intra-coder reliability concerning the categorization of both main areas and sub-areas within the analyzed papers. The second coding phase, which was instrumental in reinforcing the validity of our categorization process, was conducted in March 2024, following the initial phase that commenced in October 2023, resulting in a six-month period between the two coding phases. In our methodology, we enhanced the rigor of our intra-coder reliability assessment by randomly selecting a representative 20% sample of the corpus of papers, ensuring that our reliability metrics are based on a robust and diverse subset of our research material. The Cohen's kappa coefficient for the main areas was determined to be 0.748, signifying a high degree of consistency in the coder's classifications over different sessions. On the other hand, Cohen's kappa score for the sub-areas was considerably higher, at 0.859, indicating an almost perfect level of intra-coder reliability. This suggests that the coder applied the classification criteria very consistently across the sub-areas, demonstrating a high level of stability and precision in the coding process. These metrics are crucial as they highlight the robustness of the coding framework employed in our review, showcasing the coder's ability to maintain a consistent evaluative stance, which enhances the credibility and reliability of our categorization outcomes.

RESULTS

Figure 1 provides a flow diagram of the data collection process and a breakdown of sources. We collected a total of 343 papers, and we proceeded with the elimination of items that did not meet the inclusion criteria and any duplication (84 articles), resulting in a total of 269 (see **Appendix A** for a complete list of items). The collected papers span various journals, with notable mentions including BMJ (6), Journal of Health Communication (6), The American Journal of Bioethics (5), Cureus (3), Journal of Broadcasting & Electronic Media (3), Journal of Medicine and Movies (3), and The American Journal of Emergency Medicine (3). Our dataset includes publications from various geographical regions. For example, by considering the institutional affiliations of the corresponding authors, we identified 119 publications from North America, 112 from Europe, 19 from Asia, 13 from Australia, and 6 from South America. The papers are published in multiple

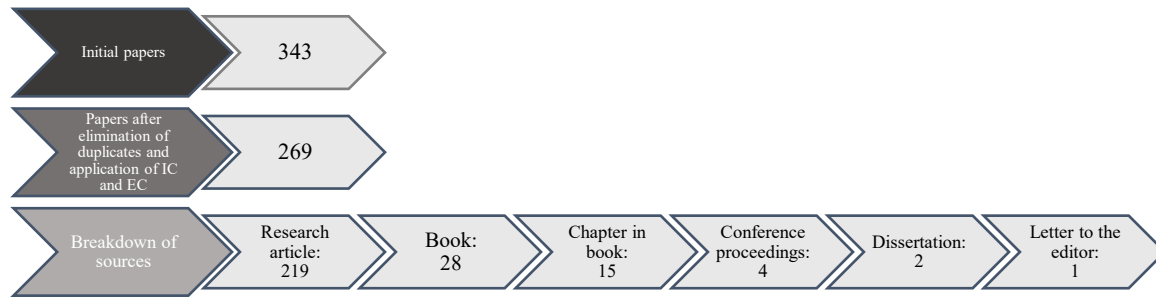


Figure 1. Flow diagram of data collection process and breakdown of sources (Source: Authors)

Table 1. Identification of research areas and sub-areas and their respective number of papers

Research area	Number of papers	%	Sub-area	Number of papers	%
Narrative analysis	90	33.0	Narrative structure	31	11.5
			Physicians, nurses and patients	9	3.3
			Character	10	3.7
			Illness depiction	13	4.8
			Accuracy	27	10.0
Pedagogy and bioethics	69	26.0	Medical education	21	7.8
			Non-medical education	4	1.4
			Bioethics	9	3.3
			Audience education	35	13.0
Linguistics and communication	39	15.0	Communication	10	3.7
			Specialized language	2	0.7
			Pedagogics	6	2.2
			Dubbing and subtitling	12	4.4
			Pragmatics	9	3.3
Gender studies	35	13.0	Gender identity	10	3.7
			Gender violence	3	1.1
			LGBTQIA+ depiction	4	1.4
			Race, ethnicity, and intersectionality	12	4.4
			Disability	6	2.2
Reception studies	36	13.0	Viewing habits and audience reactions	24	8.9
			Viewing habits and professional effects	9	3.3
			Social media and audience engagement	3	1.1

languages including English, Spanish, Italian, and French. The publication years range from 1964 to 2023, with the most prolific period being from 2017 to 2022.

Following the data collection, an accurate examination was performed to classify each paper and assign it first to one of the research areas listed in the screening section, and secondly to a more specific sub-area (Table 1).

The bubble graph in Figure 2 delineates the sub-areas of medical drama series research, with Audience Education (35 papers), Narrative Structure (31 papers), and Viewing Habits and Audience Reactions (24 papers) being the most studied. Other sub-areas like Specialized Language (3 papers), Social Media and Viewers’ Engagement (3 papers), and Gender Violence (3 papers) show emerging but still limited research activity.

The scatter plot in Figure 3 illustrates the prevalence of the selected research sub-areas within our corpus over time, as indicated by the distribution of points along the timeline from 1964 to 2023. There seems to be a general trend of increasing research in most sub-areas as time progresses. Notably, sub-areas like Social Media and Viewer Engagement, Audience Education, Accuracy, and LGBTQ+ Depiction have shown marked increases, with very few points before the 1990s and a significant concentration in the 2000s and 2010s. It’s hard to identify a clear decreasing trend for any sub-area, as even those with early activity like Medical Education continue to have points in recent years, although there may be some sub-areas with less density in the most recent years. There are noticeable gaps in research for certain sub-areas during specific time

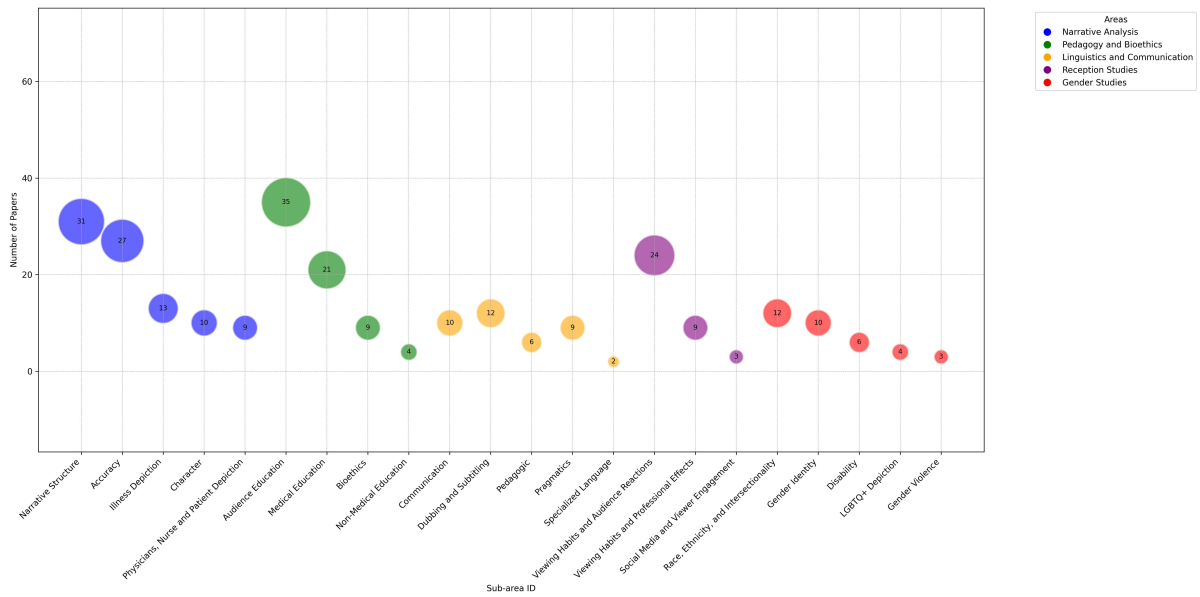


Figure 2. Bubble graph of distribution of research papers across academic areas and sub-areas (Source: Authors)

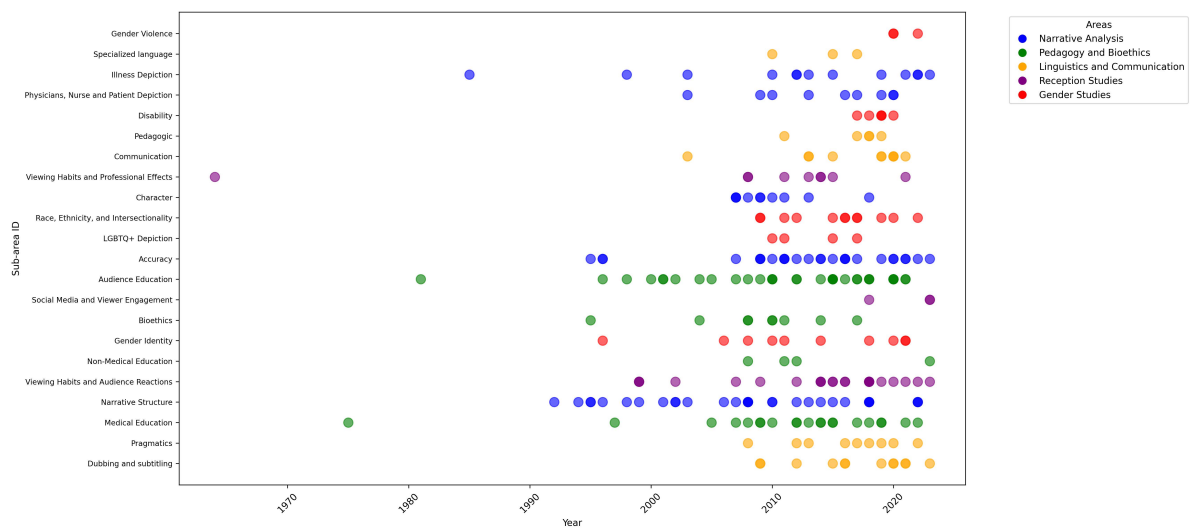


Figure 3. Scatter plot of the evolution of sub-areas' papers over time. It should be noted that a more intense color of the point corresponds to a higher number of papers in that year (Source: Authors)

periods. For example, Gender Identity and Bioethics have a clear absence of data points before the late 1980s or early 1990s. Some sub-areas such as Race, Ethnicity, and Intersectionality only begin to appear in the data from the late 1990s onwards, while others like Narrative Structure, Viewing Habits and Audience Reactions, and Dubbing and Subtitling show a consistent presence over the decades. There are a few sub-areas with isolated data points in the early 1970s such as Viewing Habits and Professional Effects and Medical Education.

Narrative Analysis

Narrative analysis stands as the most extensively explored research domain, offering a powerful lens to dissect the intricate storytelling techniques employed within medical drama TV series, ultimately providing profound insights into the unfolding narratives and character developments within healthcare settings. Our study encompassed 90 papers, spanning various sub-areas: Narrative Structure, Physicians, Nurses and Patients Depiction, Character, Illness Depiction and Accuracy. The categories Illness Depiction and Accuracy fall under the Narrative Approach as they pertain to representation. Both sub-areas examine how illnesses and procedures are staged and what are the characteristics, errors, and inaccuracies in the narrative.

In recent decades, medical series, particularly those in the United States, have captured public favor and academic interest due to their nuanced complexity (Armbrust, 2013). These series predominantly follow a fixed narrative formula that adeptly interweaves the professional and personal lives of healthcare practitioners with the medical cases affecting patients. Notably, *ER*, *Grey's Anatomy*, and *House, M.D.* have drawn substantial attention. *ER* stands as a global success that ushered in the era of "Quality TV" (Braga, 2008; Thompson, 1996), while also pioneering the multi-strand narrative structure (Rocchi, 2019). *Grey's Anatomy*, with its pronounced emotional component, delves deeply into the personal struggles of physicians, fostering strong viewer identification (Burkhead & Robson, 2008). In contrast, *House, M.D.* emphasizes medicine and the scientific method, often raising ethical dilemmas in each episode (Armbrust, 2013). Additionally, an ecosystemic perspective on narrative analysis has emerged, identifying three main narrative isotopies and their progression over time (Pescatore et al., 2014; Pescatore, 2018; Rocchi & Pescatore, 2022).

Within the narrative approach, the portrayal of the doctor figure has evolved, garnering attention from researchers. While the traditional depiction of doctors was positive, TV shows now seem to present physicians in a less favorable light, in contrast to their portrayal in non-fictional content (Chory-Assad & Tamborini, 2001). Scholars have also studied these changes historically, from *Marcus Welby* to contemporary series like *The Good Doctor*, *Grey's Anatomy*, and *The Resident* (Cambra-Badii et al., 2020). Character analysis within healthcare settings also focuses on healthcare professionals' morphology and evolution over time (Innocenti & Pescatore, 2018). Research often focuses on specific characters, such as Dr. Gregory House, approaching them from philosophical angles (Blitris, 2007; Jacoby, 2009; Rich et al., 2008), as well as their diagnostic and investigative skills (Bernardelli, 2007; Charles, 2013; Rowland, 2011).

Depictions of illness and medical procedures serve as central themes in medical drama storytelling research. Studies have examined the portrayal of illnesses and their themes in series like *ER* and *Grey's Anatomy* (Ye & Ward, 2010). Others have focused on clinical cases, as seen in the analysis of *House's* first season (Valenzuela-Rodríguez, 2012). Notably, contemporary US hospitals featured prominently in *Grey's Anatomy*, where medical diagnoses accounted for a significant portion of the show's content (Meyer & Yermal, 2020). Some researchers have even explored medical drama's response to the COVID-19 pandemic, analyzing how it was depicted in various series (Cambra-Badii et al., 2022; Possenti, 2021).

Accuracy in medical representation is a critical area of study, with works by Carney et al. (2020) scrutinizing medical errors across dramas, and others examining specific medical practices and conditions, including endotracheal intubation (Brindley & Needham, 2009), transfusion medicine (Karp, 2014), urologic conditions (Zhao & Anger, 2021), and kidney stones (Yaguchi et al., 2022). These studies revealed varying degrees of accuracy and room for improvement in medical drama representation. Additionally, Ismail and Salama (2023) focused on the depiction of neurological disorders in *Grey's Anatomy*, revealing opportunities for improving authenticity.

Pedagogy and Bioethics

Research on the pedagogical impact of medical dramas and their role in bioethics underscores their potential as valuable educational tools. These dramas have demonstrated their capacity to enhance learning and understanding of medical concepts, bioethical dilemmas, and professional practices in formal and informal educational settings. They facilitate discussions on critical topics, foster responsible media representation, and even influence career choices. Moreover, medical dramas hold a significant role in shaping public perceptions of health, disease, and healthcare processes. Within this comprehensive research, we identified four main sub-areas, including Medical Student Education, Non-Medical Student Education, Bioethics, and Audience Education with a collection of 69 articles.

In the realm of Medical Education, scholars have explored the broad applications of TV series as instructional tools for medical students (Byrd & Olsson, 1975; Hirt et al., 2013; Hoffman et al., 2017; Law et al., 2015; Weaver et al., 2014) and nursing students (Vorbrink & Fankhauser, 2021). Some have delved into specific medical dramas, such as *House, M.D.*, which has been used to engage students in discussions and improve their diagnostic skills (Baños, 2019; Descatha, 2005; Jerrentrup, 2018). Additionally, *Grey's Anatomy* has been proposed as a valuable tool for teaching medicine, using specific clips to explore reactions to patient scenarios, practice responses to life-threatening situations, discuss managing personal emotions, and handle informed consent with family members (Pavlov & Dahlquist, 2010). These educational tools extend beyond

medical students to educate non-medical students in both high school (Alvarado & Cordero Maskiewicz, 2011; Yanagi et al., 2023) and non-healthcare-related college courses, including social care professions (Villadsen et al., 2012).

In the realm of Bioethics, research presents a dichotomy of perspectives. Most scholars (Arawi, 2010; Cambra-Badii et al., 2021; White, 2008) endorse the use of TV series to stimulate discussions on ethical dilemmas, professionalism, and medical responsibility. However, Wicclair (2008) expresses reservations about the unethical behavior of Dr. House, questioning the appropriateness of using the show as a teaching aid for medical ethics. Van Ommen et al. (2014) recommend incorporating these shows later in the medical curriculum, after students have gained practical experience.

Medical dramas significantly shape the global understanding of health, disease, and healthcare processes (Comelles & Brigidi, 2014), but they can sometimes create false expectations (Turow, 2010). Concerns have arisen regarding the depiction of cardiopulmonary resuscitation (CPR) in TV dramas. Some studies (Bitter, 2021; Colwill et al., 2018) emphasize the importance of accurate CPR portrayal in TV dramas, as inaccuracies may contribute to poor public CPR knowledge. Conversely, others (Eisenman et al., 2005; Van den Bulck & Damiaans, 2004) argue that medical dramas can effectively transmit critical life-saving messages, such as CPR skills, to the public, potentially improving cardiac arrest survival rates when more people possess this knowledge. Although these studies could fall under the Accuracy category of Narrative Analysis, the decision was made to categorize them under Reception Studies because the primary focus is on the audience's perception and reaction to the inaccurate representation of CPR.

The influence on public health extends to organ donation awareness and cancer knowledge. Morgan et al. (2009) demonstrated that series like *House*, *M.D.* and *Grey's Anatomy* can augment organ donation awareness, while Hether et al. (2008) found that narratives on cancer in these dramas can significantly affect public attitudes and behaviors. Furthermore, Kim and Hmielowski (2017) suggest that incorporating actionable health information into storylines may lead to positive health behaviors and outcomes. Finally, the role of medical dramas in health communication is underscored, positioning television as a powerful medium for conveying health-related messages to the public (Gerbner et al., 2002).

Linguistics and Communication

Linguistics and Communication Analysis are essential tools for comprehending medical drama TV series. These analyses shed light on the portrayal of medical professionals and the communication of healthcare issues to the public through scripted dialogue and specialized language. Researchers have explored various facets, including patient-provider and professional-professional interactions, the accuracy of medical terminology, the pedagogical potential of medical dramas, translation challenges in dubbing and subtitling, and pragmatic aspects such as speech acts, humor, and offensive language. Our research encompasses 39 papers, categorized into several sub-areas: Communication, Specialized Language, Pedagogics, Dubbing and Subtitling, and Pragmatics.

Within the medical genre, scholars have scrutinized the intricacies of communication within patient-provider interactions. Jain and Slater (2013) observed changes in the representation of female physicians, noting that they were not as actively portrayed in patient-care interactions as their male counterparts. Chen (2019) revealed shifts in doctor-patient communication, which oscillated between paternalistic during interventions and consumeristic during non-medical discussions. Professional-professional communication has also been studied, with Bonsignori (2019) employing a multimodal approach to dissect messages in specialized contexts, examining aspects such as vocabulary, speech acts, register variation, and emergency levels. Panthong and Poonpon (2020) focused on identifying recurrent four-word lexical bundles in doctors' conversations and assessed their discourse functions. Vignozzi (2020) investigated the portrayal of spoken Medical English in *Grey's Anatomy*, encompassing discussions among physicians and between doctors and patients, while Mickel et al. (2013) emphasized nonverbal communication's impact on real-life doctor-patient interactions and stressed the importance of preparing doctors for effective communication.

Building upon the specialized language aspect, one sub-area focuses on the characteristics of specialized medical English within TV series. Laudisio (2015) conducted a comprehensive analysis of Medical English, delineating its main features, including the presence of Latin and Greek roots, synonymous expressions, and

shifts between medical terminology and plain English in doctor-patient interactions. Other studies have focused on the accuracy of medical terminology. Nagy (2010) compared Medical English in textbooks with the language spoken in hospitals, concluding that medical dramas offer a more realistic and complex representation. Cowley et al. (2017) examined medication advice in medical dramas, highlighting the accuracy of medical indications but also noting inaccuracies in other medication-related advice.

A pedagogical approach is another facet explored in this research area and does not fall within the Pedagogy and Bioethics category since the primary focus of the collected papers here revolves around linguistics and communication as tools for teaching. Some studies (Bonsignori, 2018; Franklin-Landi, 2017) emphasize the significance of medical dramas as tools for teaching specialized language to medical professionals, highlighting the effectiveness of a multimodal approach in facilitating learning.

Dubbing and subtitling present unique translation challenges. Lozano and Matamala (2009) focused on *ER*, while Urban (2012) and Jiménez (2015) delved into translation in *House, M.D.* Tyasrinestu and Ardi (2020) concentrated on idiomatic expressions and their translation in the Indonesian subtitles of *The Good Doctor*.

Lastly, from a pragmatic perspective, researchers have explored the types of speech acts present in medical series. Putra et al. (2019) identified assertive, directive, expressive, and commissive types of speech in *The Good Doctor*. Chiaro (2008) and Rosanita (2017) delved into humor talk within medical dramas, categorizing types of humor and explaining their functions in the context of *Grey's Anatomy*. Bernat (2016) focused on refusal situations in *Grey's Anatomy* episodes, while Pilliere (2013) studied the use of offensive language in *House, M.D.*

Gender Studies

Gender studies within the realm of medical drama television series offer a multidisciplinary exploration of how these television series handle and depict gender-related topics. The examination of character interactions, narrative arcs, and societal contexts in shows like *Grey's Anatomy*, *ER*, *House, M.D.* and *The Good Doctor* provides insights into their roles in shaping and challenging audience perspectives on gender, sexuality, power, and disability. Our collection comprises 36 papers, categorized into five sub-areas: Gender Identity Depiction, Gender Violence Depiction, LGBTQIA+ Depiction, Race and Ethnicity Depiction, and Disability Depiction.

In the field of Gender Identity studies, several works (Philips, 2000; Pullen, 2018) center on the figure of the female doctor and her representation within the workplace, while others (Dupont, 2014; Levine, 2013) delve into how *Grey's Anatomy*, for instance, fosters a discrimination-free space that actively promotes feminine empowerment (Ames, 2008; Borry, 2021; Hether & Murphy, 2010).

Research on gender violence in medical dramas has primarily examined how sexual assault is depicted. Torgerson et al.'s (2020) study links the broadcast of an episode about sexual assault on "Silent All These Years" with a surge in online searches and Twitter activity related to RAINN. Ramedani et al. (2020) looked at portrayals of sexual harassment in eight medical dramas, noting instances of sexual jokes and inappropriate comments, arguing that such portrayals could help medical professionals recognize workplace harassment.

LGBTQIA+ representation is also a significant subject in medical dramas. Whybrew (2015) criticizes *House, M.D.* for pathologizing intersexuality instead of challenging societal norms. *Grey's Anatomy* is discussed in terms of its cultural impact, with Bailey (2011) commenting on a real-life controversy involving a cast member's use of a homophobic slur, while Kuorikoski (2010) and Zuk (2017) explore the show's depiction of lesbian and bisexual characters, highlighting their authenticity on mainstream television.

Race and ethnicity issues within medical drama primarily revolve around *Grey's Anatomy*. Brook (2009) explores how American television programs, including *Grey's Anatomy*, feature diverse casts and interracial relationships. However, Hallam (2009) and Cramer (2016) reveal that the same series, while appearing progressive and color-blind, strategically avoids discussing race from a post-racism perspective. Joseph (2016) hypothesizes a shift in the series' representation, distinguishing between the pre-Obama phase and the #Blacklivesmatter phase in Shonda Rhimes' career. Raul and Lima da Silva (2019) delve into the figure of the Black woman and suggest pedagogical approaches to *Grey's Anatomy* as a space of diversity and representation. Rocchi and Farinacci (2020) analyze aesthetics, identities, and relationships of race and

womanhood in three of Shonda Rhimes' productions, highlighting the groundbreaking achievement of the Black Female showrunner.

Research on disability depiction in media often centers on autism, especially as shown in *The Good Doctor* and its main character, Shaun Murphy. Cambra Badii et al. (2018) highlight the show's depiction of autism as useful for teaching healthcare students about bioethics and communication. Stern and Barnes (2019) find that individuals with high-functioning autism have challenges with speech-in-noise recognition. Moore (2019) argues that the show perpetuates autism stereotypes by overly focusing on Savant Syndrome. Two additional papers analyze disability in other medical dramas: *Grey's Anatomy* and *House, M.D.* Wilder (2017) explores the correlation between disability and religious understanding, revealing that episodes of *Grey's Anatomy* portray people with disabilities as reliable sources of knowledge, including in the realm of religion. Wegner (2019) delves into *Grey's Anatomy* and *House, M.D.*, illustrating how medical dramas have transitioned the concept of the freak show into contemporary television.

Reception Studies

Reception studies of medical drama television series offer valuable insights into how audiences interpret and respond to the content presented in these shows. These studies investigate the real impact of medical dramas on viewers, exploring how these series shape audience perceptions, attitudes, and behaviors related to healthcare and medical practices. Researchers examine the influence of medical dramas on public perceptions of healthcare and medical professionals, potential educational or misinformation effects, and the viewing habits of healthcare professionals and students. In our collection of 37 papers, we identified three primary sub-areas of research:

- 1) Audience Viewing Habits and Reactions,
- 2) Professionals' Viewing Habits and Effects, and
- 3) Social Media and Viewers' Engagement.

In the realm of Audience Viewing Habits and Reactions, medical dramas are perceived as both entertainment and reliable sources of medical and social information (Davin, 2003). Researchers aim to uncover the influence of medical dramas on public perceptions of healthcare, including their psychological and emotional impact, the portrayal of medical professionals, and potential educational or misinformation effects. Studies show that viewers' perceptions of doctors can change significantly based on the representations presented in these dramas. While most studies (Quick, 2009; Tian & Yoo, 2020) reveal a generally positive influence, some cases highlight negative effects on patients' perceptions of physicians' physical attractiveness and character, albeit not on their professionalism and communication skills (Stinson & Heischmidt, 2012). Some researchers delve into the correlation between the public's viewing of specific storylines and real-life consequences, such as an increase in overdose presentations to general hospitals or in suicide attempts after the broadcasting of medical drama episodes (O'Connor et al., 1999; Perri & Salafia, 2016).

On the other hand, Professionals' Viewing Habits and Effects examines the opinions of healthcare practitioners regarding portrayals of doctors and nurses. Haboubi et al. (2015) investigated clinicians' viewing habits and opinions on medical television dramas, revealing that a significant percentage of doctors watch these shows, with junior doctors being more frequent viewers. While most doctors found these dramas unrepresentative of daily medical practice, junior doctors tended to have more positive responses. Cambra Badii et al. (2021) demonstrated that a high percentage of health science students watched medical TV series like *The Good Doctor*, *House, M.D.*, and *Grey's Anatomy* and rated the portrayal of professionalism positively. However, they also recalled bioethical topics such as medical errors, inappropriate professional behaviors, and death. Williams et al. (2014) analyzed preclinical medical undergraduates' habits and found that US medical dramas were the most popular, with ethical issues depicted being a significant focus of discussion among participants. Some studies concentrated solely on nurses' feedback: Czarny et al. (2008) conducted a web-based survey of medical and nursing students, revealing that over 80% watch medical TV dramas. Those with more experience tended to have a more negative opinion. Weaver et al. (2013) explored nursing ethics and professionalism as depicted in TV series, highlighting concerns about the negative influence these portrayals could have on the nursing image while acknowledging their educational and recruitment value.

The third sub-area encompasses papers that investigate Social Media and Viewers' Engagement by analyzing different social networks. Studies like Hoffman et al.'s (2018) on Twitter conversations about *Code Black* (CBS, 2015–2018) highlight how the show inspired health science careers, debated medical accuracy, and showed respect for nursing. Twitter proves to be an effective tool for engaging viewers and sparking discussions based on TV content. Further, Hoffman et al. (2023) assessed the public's reaction to EVALL storylines, finding that it led to increased knowledge and even behavioral changes like quitting e-cigarettes. Exploring other platforms, Antonioni and Holdaway (2023) explored interactions with *Doc – Nelle tue mani* (Rai 1, 2020–present) on Instagram and YouTube, noting themes like the COVID-19 pandemic and the show's soundtrack and lead actor. These studies demonstrate how medical dramas can shape health-related perceptions, attitudes, and behaviors, underlining their influence in modern society.

DISCUSSION AND CONCLUSIONS

This semi-systematic literature review has meticulously charted the evolution of medical drama TV series, from their early days to their contemporary forms. The chronology of academic interest in medical dramas unveils a maturation from nascent explorations in 1964 and 1975, to a more robust inquiry from the 1980s onwards. This shift signals a diversification in research themes, with initial studies like those of the early period focusing on pedagogical effects in medical training. The constancy of scholarly attention from the '80s reflects a broadening of the research scope, evidenced by the enduring analysis of narrative structures, audience responses, and the translation processes through dubbing and subtitling. Notably, the advent of research into gender identity and bioethics during the late 1980s and early 1990s corresponds with a cultural awakening to these issues, a pattern mirrored in the emergence of race, ethnicity, and intersectionality as focal research areas. This development is likely linked to social movements advocating for LGBTQ+ and human rights, advancements in medical practices such as hormonal therapies and gender confirmation surgeries, and their portrayal in medical drama series, which also raised public awareness.

Recent trends suggest a prevalent examination of narrative analysis and pedagogy within medical dramas, asserting their influential role in shaping audience perceptions and offering insights into healthcare practices. These dramas function as pedagogical tools, fostering discourse around medical ethics and professionalism. The proliferation of papers on narrative analysis, pedagogy, and bioethics can be attributed to several interconnected factors, including their interdisciplinary integration, societal relevance, and increased academic interest. Narrative analysis has gained traction across disciplines due to its versatility in understanding human experiences, while pedagogy continually evolves with new teaching methodologies and technologies, necessitating ongoing scholarly examination. Similarly, bioethics has become increasingly crucial due to advancements in medical technology and healthcare practices, which raise new ethical questions, such as the use of artificial intelligence in the operating room (Nádasi, 2014), mandatory vaccinations (McClaran & Rhodes, 2021), and issues related to clinical trials (Fisher & Cottingham, 2017). Despite this, our analysis exposes significant research voids. The representation of the LGBTQIA+ community, the application of specialized language, and the portrayal of social media engagement in medical dramas remain underexplored, presenting opportunities for future scholarly endeavors.

While some studies acknowledge the viewership of medical professionals, debates persist regarding the genre's pedagogical merit. Our review also identifies a paucity of research on patient-doctor relationships, informed consent, and healthcare policies, thereby delineating a roadmap for future inquiries. Furthermore, despite the critical role of non-verbal communication in medical practice, its representation within the genre has not been sufficiently interrogated, suggesting another rich vein for research. Lastly, while the depiction of disability in media has been concentrated on autism, there remains an imperative to expand this to a wider spectrum of disabilities, thereby enriching the diversity and authenticity of portrayals in medical dramas.

Moreover, the literature predominantly adopts a Western-centric perspective, with a significant emphasis on US television series. This bias is likely influenced by the surge in US television production. Indeed, there is a notable scarcity of research on Asian contexts that may stem from distribution and accessibility challenges in Western markets, as well as cultural differences and unique historical context that influence Chinese medical drama's themes and narratives, requiring an understanding of traditional Chinese medicine, Chinese socio-political dynamics, and the specific regulatory environment governing Chinese media (Riva & Tarantino,

2023). Similarly, there is a conspicuous lack of literature on European medical dramas, which can be attributed to the dominance of US productions in Europe and a recent trend in European production standards aligning more closely with American norms.

In the context of medical drama television series research, this SSLR presents a continuity with the findings of Rocchi (2019), yet it distinguishes itself by employing a distinct methodological approach. While Rocchi's (2019) work contributed valuable insights into the field, this current review expands upon those findings with a temporal update, reflecting the most recent developments in the genre. Moreover, it adopts a more systematic approach, allowing for a more structured and comprehensive analysis of the existing literature.

This review's approach, albeit innovative within the domain of media studies, embodies inherent limitations that warrant discussion. Predominantly, the adopted semi-systematic strategy, tailored exclusively to this dataset and devoid of precedent frameworks, demands an acknowledgment of its intrinsic constraints. Foremost among these is the methodology's oversight of the multifaceted intersections amongst distinct research categories. Such an oversight risks a superficial treatment of the complex interrelations that underpin thematic elements within the corpus, elements that are instrumental to a thorough comprehension of the subject. Furthermore, the review's methodology does not address the cross-disciplinary synergies inherent in medical drama series research. This lacuna impinges on the breadth of the review, potentially neglecting to illuminate the myriad insights that surface at the nexus of convergent research trajectories. Additionally, the review's reach is circumscribed by the deliberate selection of keywords, language exclusivity, and database specificity, which invariably leads to the exclusion of pertinent studies from the analysis. Collectively, these factors delineate the scope of this review and suggest avenues for methodological refinement in subsequent inquiries.

Building upon the limitations of our current methodology and the research gaps that emerged from the analysis, future directions should aim to fortify the scope and depth of research within the field of medical drama series:

- (a) **Integrative framework development.** Future research should prioritize the creation of a methodological framework that accommodates the overlapping nature of research themes, promoting a multidimensional analysis that aligns more closely with the inherently cross-disciplinary character of medical drama series.
- (b) **Cross-disciplinary methodologies.** Further studies ought to systematically include cross-disciplinary perspectives, drawing from a consortium of academic fields to encapsulate the full spectrum of insights emergent from the genre.
- (c) **Keyword and database expansion.** Addressing the limitations imposed by the current selection criteria, future research directions should include the broadening of keyword searches, the inclusion of diverse languages, and the utilization of an expanded array of databases. This will ensure a more inclusive collection of studies, reducing the likelihood of inadvertently omitting significant work.
- (d) **Dynamic genre analysis.** Investigating the genre's evolution with a focus on how it adapts to and incorporates contemporary issues, particularly those related to ethical and moral concerns such as informed consent, will be particularly illuminating. This would necessitate a longitudinal perspective that tracks changes and trends over time.
- (e) **Cultural and global perspectives.** Given the predominance of US medical dramas in current research, future studies should extend their gaze globally to examine cultural and regional variations. This could uncover alternative narrative models and thematic emphases, enriching the global discourse surrounding medical dramas.
- (f) **Inclusivity in representation.** A more granular look at how medical dramas represent diversity, with an emphasis on a broader spectrum of disabilities and the treatment of transgender individuals, would add depth to our understanding of inclusivity within the genre. Such studies would contribute to a more nuanced appreciation of representation and its implications for societal attitudes.

Every day, research is enriched with new approaches and perspectives. For this reason, one of our main future objectives is to constantly update this review to make it as comprehensive as possible.

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APPENDIX A

Table A1. Online appendix SSLR

Author(s)	Year	Title	Research area	Sub-area
Abu Rumman et al.	2023	A corpus-assisted cognitive analysis of metaphors in the Arabic subtitling of English TV series	Linguistics and communication	Dubbing and subtitling
Agustina et al.	2022	Imperative sentences in American serial TV Grey's Anatomy season 17	Linguistics and communication	Pragmatics
Al Aboud	2012	Medical dramas–The pros and the cons	Pedagogy and bioethics	Medical education
Albuquerque and Meimaridis	2022	Dissecando fórmulas narrativas: Drama profissional e melodrama nas séries médicas [Dissecting narrative formulas: Professional drama and melodrama in medical series]	Narrative analysis	Narrative structure
Alismail et al.	2018	CPR in medical TV shows: Non-health care student perspective	Reception studies	Viewing habits and audience reactions
Alvarado and Maskiewicz	2011	Teaching high school physiology using a popular TV medical drama	Pedagogy and bioethics	Non-medical education
Ames	2008	MD ² (medical docs and melodrama): Tuning into primetime's weekly dose of postmodern feminism in Grey's Anatomy	Gender studies	Gender identity
Annas	1995	Sex, money, and bioethics: Watching 'ER' and 'Chicago Hope	Pedagogy and bioethics	Bioethics
Anokhina and Gostyunin	2020	Texts of analogue TV series on medicine: Linguistic features of translation and ethics (In case of English and Russian TV series)	Linguistics and communication	Dubbing and subtitling
Antonioni and Holdaway	2023	TV reception via social media analysis: The case of Doc–Nelle Tue Mani	Reception studies	Social media and viewer engagement
Arawi	2010	Using medical drama to teach biomedical ethics to medical students	Pedagogy and bioethics	Bioethics
Arjonilla	2009	Cuestiones prácticas de la traducción médica [Practical issues of medical translation]	Linguistics and communication	Dubbing and subtitling
Armbrust	2013	House vs The Wire. Procedure and complexity in contemporary US serial television drama	Narrative analysis	Narrative structure
Armbrust	2022	Analyzing storytelling strategies in serial television drama. Hybrid structure and functional polyvalence in house	Narrative analysis	Narrative structure
Asbeek Brusse et al.	2015	Educational storylines in entertainment television: Audience reactions toward persuasive strategies in medical dramas	Pedagogy and bioethics	Audience education
Aulia	2022	The use of the movie "The good doctor" as teaching media in ESP	Pedagogy and bioethics	Medical education
Baer	1996	Cardiopulmonary resuscitation on television: Exaggerations and accusations	Narrative analysis	Accuracy
Bailey	2011	Coming out as homophobic: Isaiah Washington and the Grey's Anatomy scandal	Gender studies	LGBTQ+ depiction
Baños et al.	2019	The usefulness of TV medical dramas for teaching clinical pharmacology: A content analysis of house, M.D.	Pedagogy and bioethics	Medical education
Bavin and Owens	2016	Impact of an alcohol poisoning storyline in a fictional television program: An experimental study with a live-to-air stimulus	Reception studies	Viewing habits and audience reactions
Beca and Salas	2004	Medicina en televisión: ¿Un problema ético? [Medicine on television: An ethical problem?]	Pedagogy and bioethics	Bioethics
Bednarek	2012	Get us the hell out of here": Key words and trigrams in fictional television series	Linguistics and communication	Pragmatics
Bednarek	2020	The Sydney corpus of television dialogue: Designing and building a corpus of dialogue from US TV series	Linguistics and communication	Pragmatics
Bednarek	2018	Language and television series: A linguistic approach to TV dialogue	Linguistics and communication	Pragmatics
Bell	2017	Grey's Anatomy goes south: Biometrics, racism, and counterinsurgency in the colonial present	Gender studies	Race, ethnicity, and intersectionality
Belle-Fortune	2015	Are medical dramas a public health hazard?	Pedagogy and bioethics	Audience education
Bellieni and Bechi	2009	Dr. House MD: Follia e fascino di un cult movie [Dr. House MD: Madness and charm of a cult movie]	Narrative analysis	Character
Berger	2010	From Dr. Kildare to Grey's Anatomy: TV physicians change real patient expectations	Pedagogy and bioethics	Audience education
Bernardelli	2007	Lo strano caso di Mr. Gregory e Dr. House. Personaggio e logica narrativa in Dr. House MD [The Strange Case of Mr. Gregory and Dr. House. Character and narrative logic in Dr. House MD]	Narrative analysis	Character
Bernat	2016	Analysing the speech act of refusing in the TV show Grey's Anatomy	Linguistics and communication	Pragmatics
Beullens and Rhodes	2015	A longitudinal study on the relationship between adolescents' medical drama viewing and speeding	Reception studies	Viewing habits and audience reactions

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Bilandzic et al.	2017	The morality of television genres: Norm violations and their narrative context in four popular genres of serial fiction	Pedagogy and bioethics	Bioethics
Blitris	2007	La filosofia del Dr. In House: Etica, logica ed epistemologia di un eroe televisivo [The Philosophy of Dr. In House: Ethics, Logic, and Epistemology of a Television Hero]	Narrative analysis	Character
Bitter et al.	2021	Depiction of resuscitation on medical dramas: Proposed effect on patient expectations	Pedagogy and bioethics	Audience education
Blumenfeld	1964	Some correlates of TV medical drama viewing	Reception studies	Viewing habits and professional effects
Bodoh-Creed	2017	The ER effect: How medical television creates knowledge for American audiences	Pedagogy and bioethics	Audience education
Bongiovanni et al.	2007	Análisis del impacto cultural e ideológico de la serie Grey's Anatomy: Estudio de caso en el área metropolitana de Monterrey [Analysis of the cultural and ideological impact of the series Grey's Anatomy: Case study in the metropolitan area of Monterrey]	Reception studies	Viewing habits and audience reactions
Bonsignori	2019	A multimodal analysis of spoken medical English in expert-to-expert interaction in TV programmes.	Linguistics and communication	Communication
Bonsignori	2018	Using films and TV series for ESP teaching: A multimodal perspective.	Linguistics and communication	Pedagogic
Borry	2021	Social equity and popular culture: Gender and gender identity on TV	Gender studies	Gender identity
Bouman et al.	1998	Health education in television entertainment--Medisch Centrum West: A Dutch drama serial	Pedagogy and bioethics	Audience education
Bozkurt and Okyayuz	2021	Gender identification in the portrayal of female roles in the remakes of American TV series in Turkey	Gender studies	Gender identity
Braga	2008	Sceneggiatura e personaggi: Analisi della serie che ha cambiato la tv [Screenplay and characters: Analysis of the series that changed TV]	Narrative analysis	Narrative structure
Brindley and Needham	2009	Positioning prior to endotracheal intubation on a television medical drama: Perhaps life mimics art	Narrative analysis	Accuracy
Brodie et al.	2001	Communicating health information through the entertainment media	Pedagogy and bioethics	Audience education
Brook	2009	Convergent ethnicity and the Neo-Platoon Show: Recombining difference in the postnetwork era	Gender studies	Race, ethnicity, and intersectionality
Brown et al.	2002	Effects of media on personal and public health	Pedagogy and bioethics	Audience education
Bucchi	2001	La salute e i mass media [Health and the mass media]	Pedagogy and bioethics	Audience education
Buonanno	2002	Le formule del racconto televisivo: La sovversione del tempo nelle narrative seriali [The formulas of the television story: The subversion of time in serial narratives]	Narrative analysis	Narrative structure
Burkhead and Robson	2008	Grace under pressure: Grey's Anatomy uncovered	Narrative analysis	Narrative structure
Burzyńska et al.	2015	Television as a source of information on health and illness--Review of benefits and problems	Pedagogy and bioethics	Audience education
Byrd and Olsson	1975	The use of pedagogic drama in psychiatric education	Pedagogy and bioethics	Medical education
Cambra Badii and Baños	2018	Un médico con autismo en la televisión?: Enseñanzas de The Good Doctor [A doctor with autism on television?: Teachings from The Good Doctor]	Gender studies	Disability
Cambra Badii et al.	2020	From Marcus Welby, MD to the resident: The changing portrayal of physicians in TV medical dramas	Narrative analysis	Physicians, nurse and patient depiction
Cambra-Badii et al.	2021	TV medical dramas: Health sciences students' viewing habits and potential for teaching issues related to bioethics and professionalism	Reception studies	Viewing habits and professional effects
Cambra-Badii et al.	2022	The COVID-19 pandemic in serial medical dramas	Narrative analysis	Illness depiction
Cappi	2015	Pazienti e medici oltre lo schermo. Elementi per un'etnografia dei medical dramas [Patients and doctors beyond the screen. Elements for an ethnography of medical dramas]	Pedagogy and bioethics	Audience education
Carney et al.	2020	The depiction of medical errors in a sample of medical television shows	Narrative analysis	Accuracy
Carter	2023	How to stop making a crisis out of a drama: Towards better portrayal of mental ill health in television and film	Narrative analysis	Illness depiction
Charles	2013	Three characters in search of an archetype: Aspects of the trickster and the flâneur in the characterizations of Sherlock Holmes, Gregory House and Doctor Who	Narrative analysis	Character

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Chen	2019	Vulnerable live patients, powerful dead patients: A textual analysis of doctor-patient relationships in popular Chinese medical dramas	Linguistics and communication	Communication
Chiaro	2008	The games doctors play: Humour talk revisited	Linguistics and communication	Pragmatics
Cho et al.	2011	Perceived realism of television medical dramas and perceptions about physicians	Narrative analysis	Accuracy
Chory-Assad and Tamborini	2003	Television doctors: An analysis of physicians in fictional and non-fictional television programs	Narrative analysis	Physicians, nurse and patient depiction
Christinawati	2018	Medical register utterance in grey's anatomy serial	Linguistics and communication	Pedagogic
Chung	2014	Medical dramas and viewer perception of health: Testing cultivation effects	Reception studies	Viewing habits and audience reactions
Close-Koenig et al.	2020	Television, an instrument for and a mirror of health and health services	Pedagogy and bioethics	Audience education
Cohen et al.	2018	Ending as intended: The educational effects of an epilogue to a TV show episode about bipolar disorder	Reception studies	Viewing habits and audience reactions
Collee	1999	Medical fiction: Should be accurate, but need not be didactic	Reception studies	Viewing habits and audience reactions
Colwill et al.	2018	Cardiopulmonary resuscitation on television: Are we miseducating the public?	Pedagogy and bioethics	Audience education
Comelles and Brigidi	2014	Fictional encounters and real engagements. The representation of medical practice and institutions in TV medical shows	Pedagogy and bioethics	Audience Education
Cowley et al.	2017	Does the "script" need a rewrite? Is medication advice in television medical dramas appropriate?	Linguistics and communication	Specialized language
Cramer	2016	The whitening of Grey's Anatomy	Gender studies	Race, ethnicity, and intersectionality
Czarny et al.	2008	Medical and nursing students' television viewing habits: Potential implications for bioethics	Reception studies	Viewing habits and professional effects
Czarny et al.	2010	Bioethics and pro-fessionalism in popular television medical dramas	Pedagogy and bioethics	Bioethics
Dahms et al.	2014	Cobalt intoxication diagnosed with the help of Dr House	Pedagogy and bioethics	Medical education
Davin	2000	Medical dramas as a health promotion resource—An exploratory study	Pedagogy and bioethics	Audience education
Descatha	2005	Is Dr House is a good diagnostics teacher for medical students?	Pedagogy and bioethics	Medical education
Diem et al.	1996	Cardiopulmonary resuscitation on television	Narrative analysis	Accuracy
Dupont	2014	Une réponse aux tensions post-féministes: l'empowerment de Grey's Anatomy [A response to post-feminist tensions: The empowerment of Grey's Anatomy]	Gender studies	Gender identity
Dusi	2007	Dr. House: l'ambizione di capire. Libido abduittiva, ritmi narrativi, visioni iperreali [House: the ambition to understand. Abductive libido, narrative rhythms, hyperreal visions]	Narrative analysis	Narrative structure
Eisenman et al.	2005	Can popular TV medical dramas save real life?	Pedagogy and bioethics	Audience education
Eisenman et al.	2015	Subconscious passive learning of CPR techniques through television medical drama	Pedagogy and bioethics	Audience education
Elia et al.	2018	Drama of medical dramas	Narrative analysis	Narrative structure
Fanchi and Perego	1995	Generi televisivi e strategie d'interpretazione dei testi [Television genres and text interpretation strategies]	Narrative analysis	Narrative structure
Fariña	2009	A model for teaching bioethics and human rights through cinema and popular TV series: A methodological approach	Pedagogy and bioethics	Medical education
Fernández	2016	La traducción de la terminología médica en la serie Anatomía de Grey [The translation of medical terminology in the Grey's Anatomy series]	Linguistics and communication	Dubbing and subtitling
Fisher and Cottingham	2017	This isn't going to end well: Fictional representations of medical research in television and film	Narrative analysis	Accuracy
Foss	2011	When we make mistakes, people die!": Constructions of responsibility for medical errors in televised medical dramas, 1994-2007	Pedagogy and bioethics	Bioethics
Franklin-Landi	2017	Identifying and responding to learner needs at the medical faculty: The use of audio-visual specialised fiction (FASP)	Linguistics and communication	Pedagogic
Freccero	2007	La filosofia di Dr. House. Diagnostica dell'immaginario collettivo	Narrative analysis	Character
Freytag and Ramasubramanian	2019	Are television deaths good deaths? A narrative analysis of hospital death and dying in popular medical dramas	Narrative analysis	Accuracy
Gauthier	1999	Television drama and popular film as medical narrative	Narrative analysis	Narrative structure

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Gerbner et al.	1981	Health and medicine on television	Pedagogy and bioethics	Audience education
Gibson	2007	Death and mourning in technologically mediated culture	Narrative analysis	Accuracy
Gisotti and Savini	2010	Tv buona dottoressa? La medicina nella televisione italiana dal 1954 a oggi [TV good doctor? Medicine on Italian television from 1954 to today]	Narrative analysis	Accuracy
Glaviano	2008	Grey's Anatomy: Anatomia di una serie di culto [Grey's Anatomy: Anatomy of a cult series]	Narrative analysis	Narrative structure
González de Garay Domínguez et al.	2016	Representación de las enfermedades en la ficción española de médicos Hospital Central (Telecinco: 2000-2012) [Representation of diseases in the Spanish fiction of doctors Hospital Central (Telecinco: 2000-2012)]	Narrative analysis	Accuracy
Goodman	2007	Imagining doctors: Medical students and the TV medical drama	Pedagogy and bioethics	Medical education
Gordon et al.	1998	As seen on TV: Observational study of cardiopulmonary resuscitation in British television medical dramas	Narrative analysis	Illness depiction
Grasso and Penati	2018	Grey's Anatomy. Romanzo popolare in corsia: Amori e camici Bianchi [Grey's Anatomy. Popular novel in the ward: Love and white coats]	Narrative analysis	Narrative structure
Haboubi et al.	2015	Hospital doctors' opinions regarding educational utility, public sentiment and career effects of medical television dramas: The HOUSE MD study	Reception studies	Viewing habits and professional effects
Hallam	2009	Grey's Anatomy: Scalpels, sex and stereotypes	Gender studies	Race, ethnicity, and intersectionality
Hamad	2016	Contemporary medical television and crisis in the NHS	Narrative analysis	Narrative structure
Harris and Willoughby	2009	Resuscitation on television: Realistic or ridiculous? A quantitative observational analysis of the portrayal of cardiopulmonary resuscitation in television medical drama	Narrative analysis	Accuracy
Hawton et al.	1999	Effects of a drug overdose in a television drama on presentations to hospital for self poisoning: Time series and questionnaire study	Reception studies	Viewing habits and audience reactions
He et al.	2017	Humanistic connotation of medical drama and its enlightenment to nurses	Narrative analysis	Physicians, nurse and patient depiction
Henderson	2010	Medical TV dramas: Health care as soap opera	Pedagogy and bioethics	Audience education
Henrysson	2015	Doctor-patient interaction in an American medical television series: A study of statements, questions and commands in House MD	Linguistics and communication	Communication
Hether and Murphy	2010	Sex roles in health storylines on prime time television: A content analysis	Gender studies	Gender identity
Hether et al.	2008	Entertainment-education in a media-saturated environment: Examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas	Pedagogy and bioethics	Audience education
Hetsroni	2009	If you must be hospitalized, television is not the place: Diagnoses, survival rates and demographic characteristics of patients in TV hospital dramas	Narrative analysis	Accuracy
Heye et al.	2016	Portrayal of radiology in a major medical television series: How does it influence the perception of radiology among patients and radiology professionals?	Narrative analysis	Accuracy
Hinkelbein et al.	2014	An assessment of resuscitation quality in the television drama emergency room: Guideline non-compliance and low-quality cardiopulmonary resuscitation lead to a favorable outcome?	Narrative analysis	Accuracy
Hirt et al.	2013	Medical dramas on television: A brief guide for educators	Pedagogy and bioethics	Medical education
Hockley and Gardner	2010	House: The wounded healer on television	Narrative analysis	Character
Hoffman	2006	Grey's Anatomy' stars: Pump life into TV medical drama	Narrative analysis	Narrative structure
Hoffman et al.	2020	Patient-centered communication behaviors on primetime television	Linguistics and communication	Communication
Hoffman et al.	2018	Use of Twitter to assess viewer reactions to the medical drama, code black	Reception studies	Social media and viewer engagement
Hoffman et al.	2023	Viewer reactions to EVALI storylines on popular medical dramas: A thematic analysis of Twitter messages	Reception studies	Social media and viewer engagement
Hoffman et al.	2017	Use of fictional medical television in health sciences education: A systematic review	Pedagogy and bioethics	Medical education
Houben et al.	2016	Am I dying doctor?": How end-of-life care is portrayed in television medical dramas	Narrative analysis	Accuracy

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Hursting and Comello	2021	Creating narrative entertainment for health communication: Perspectives from practice	Pedagogy and bioethics	Audience education
Innocenti and Pescatore	2018	The evolution of characters in TV series: Morphology, selection, and remarkable cases in narrative ecosystems	Narrative analysis	Character
Ismail and Salama	2023	Depiction of nervous system disorders in television medical drama: A content analysis of 18 seasons of Grey's Anatomy	Narrative analysis	Accuracy
Jacobs	2001	Hospital drama	Narrative analysis	Narrative structure
Jacobs	2003	Body trauma Tv: The new hospital dramas	Narrative analysis	Illness depiction
Jacoby	2009	House and philosophy: Everybody lies	Narrative analysis	Character
Jain and Slater	2013	Provider portrayals and patient-provider communication in drama and reality medical entertainment television shows	Linguistics and communication	Communication
Jerrentrup et al.	2018	Teaching medicine with the help of "Dr. House"	Pedagogy and bioethics	Medical education
Jiménez	2015	La medicina en televisión: Implicaciones para la traducción. El caso del doblaje de las series sobre médicos [Medicine on television: Implications for translation. The case of dubbing of series about doctors]	Linguistics and communication	Dubbing and subtitling
Joseph	2016	Strategically ambiguous Shonda Rhimes: Respectability politics of a black woman showrunner	Gender studies	Race, ethnicity, and intersectionality
Jubas et al.	2020	Public pedagogy as border-crossing: How Canadian fans learn about health care from American TV	Pedagogy and bioethics	Audience education
Jullier and Laborde	2012	Grey's anatomy: Du coeur au care [Grey's anatomy: From heart to care]	Narrative analysis	Narrative structure
Karp	2014	Transfusion medicine on American television	Narrative analysis	Accuracy
Kim and Hmielowski	2017	The influence of self-efficacy in medical drama television programming on behaviors and emotions that promote cervical cancer prevention	Pedagogy and bioethics	Audience education
Kim and Kim	2019	The effects of open captions in a medical drama on the acquisition of medical terminology about chronic health conditions related to physical injury	Linguistics and communication	Pedagogic
Köhler et al.	2019	Bias by medical drama. Reflections of stereotypic images of physicians in the context of contemporary medical dramas	Reception studies	Viewing habits and audience reactions
Kornfield and Jones	2022	#MeToo on TV: Popular feminism and episodic sexual violence	Gender studies	Gender violence
Kuorikoski	2010	Anatomy of a lesbian relationship and its demise: The first lesbian relationship of the medical drama Grey's Anatomy	Gender studies	LGBTQ+ depiction
Kwon et al.	2011	Representations of cardiopulmonary resuscitation on Korean medical dramas: Fiction versus reality	Narrative analysis	Accuracy
Kwong and Mitchell	2010	Television and the world of medical dramas: What really matters	Pedagogy and bioethics	Audience education
Lapostolle et al.	2013	Dr House, TV, and reality ...	Narrative analysis	Accuracy
Laudisio	2015	Popularization of medical and legal language in TV series	Linguistics and communication	Specialized language
Law et al.	2015	The current landscape of television and movies in medical education	Pedagogy and bioethics	Medical education
Lee and Taylor	2014	The motives for and consequences of viewing television medical dramas	Reception studies	Viewing habits and audience reactions
Lee et al.	2013	Violence in Korean medical dramas	Narrative analysis	Illness depiction
Levine	2020	Grey's Anatomy: Feminism	Gender studies	Gender identity
Lim and Seet	2008	In-house medical education: Redefining tele-education	Pedagogy and bioethics	Medical education
Long	2011	Diagnosing drama: Grey's Anatomy, blind casting, and the politics of representation	Gender studies	Race, ethnicity, and intersectionality
Lozano and Matamala	2009	The translation of medical terminology in TV fiction series: The Spanish dubbing of ER	Linguistics and communication	Dubbing and subtitling
Lupton	1996	The feminine 'Aids Body' in television drama: People with HIV/AIDS on television	Gender studies	Gender identity
Lupton	1995	GP: A postmodern medical drama?	Narrative analysis	Narrative structure
Mattingly	1998	Healing dramas and clinical plots: The narrative structure of experience (Vol. 7)	Narrative analysis	Narrative structure
McFadden et al.	2020	The unrealistic depiction of trauma resuscitation in popular medical dramas: A content analysis	Narrative analysis	Accuracy
Meyer and Yermal	2021	Representing illness in medical melodramas on television: A qualitative content analysis of medical diagnoses in Grey's Anatomy	Narrative analysis	Illness depiction
Mickel et al.	2013	Grey's anatomy and communication accommodation: Exploring aspects of nonverbal interactions portrayed in media	Linguistics and communication	Communication

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Miksanek	2010	Playing doctor: Television, storytelling, and medical power	Narrative analysis	Narrative structure
Mikulencak	1995	Fact or fiction? Nursing and realism on TV's newest medical dramas	Narrative analysis	Accuracy
Millard	2009	Television medical dramas as case studies in biochemistry	Pedagogy and bioethics	Medical education
Miller	2009	Cruel and uncaring doctors	Narrative analysis	Physicians, nurse and patient depiction
Moeller et al.	2011	Depiction of seizure first aid management in medical television dramas	Narrative analysis	Accuracy
Moore	2019	He's not rain man': Representations of the sentimental savant in ABC's the Good Doctor	Gender studies	Disability
Morgan et al.	2009	The power of narratives: The effect of entertainment television organ donation storylines on the attitudes, knowledge, and behaviors of donors and nondonors	Pedagogy and bioethics	Audience education
Motta	2019	La norma e il neostandard nelle serie televisive italiane e in quelle doppiate. Un unico modello linguistico o un doppiato "consco"? [The norm and the neostandard in Italian television series and dubbed ones. A single linguistic model or a "conscious" dubbed version?]	Linguistics and communication	Dubbing and subtitling
Movius et al.	2007	Motivating television viewers to become organ donors	Pedagogy and bioethics	Audience education
Muusses et al.	2012	Chemotherapy and information seeking behaviour: Characteristics of patients using mass-media information sources	Pedagogy and bioethics	Audience education
Nagy	2010	Medical English: Textbooks and medical dramas	Linguistics and communication	Specialized language
O'Connor et al.	1999	Effects of a drug overdose in a television drama on knowledge of specific dangers of self poisoning: Population based surveys	Reception studies	Viewing habits and audience reactions
Ochando Camarasa	2021	Traducción, estrategias, subtitulación y doblaje de la terminología médica en las series de ficción: Anatomía de Grey [Translation, strategies, subtitling and dubbing of medical terminology in fiction series: Grey's Anatomy]	Linguistics and communication	Dubbing and subtitling
Ono	2011	Postracism: A theory of the "post-" as political strategy	Gender studies	Gender identity
Orem	2017	(Un)necessary procedures: Black women, disability, and work in Grey's Anatomy	Gender studies	Race, ethnicity, and intersectionality
Ostbye et al.	1997	Throw that epidemiologist out of the emergency room! Using the television series ER as a vehicle for teaching methodologists about medical issues	Pedagogy and bioethics	Medical education
Ostherr	2013	Medical visions: Producing the patient through film, television, and imaging technologies	Narrative analysis	Physicians, nurse and patient depiction
Ouellette et al.	2020	Are television medical dramas bad for our image?	Pedagogy and bioethics	Audience education
Padilla-Castillo	2012	Medical television series as a means to educate the public on nutrition and healthy eating	Pedagogy and bioethics	Audience education
Painter et al.	2020	Playing doctor on TV: Physician portrayals and interactions on medical drama, comedy, and reality shows	Narrative analysis	Physicians, nurse and patient depiction
Palmieri	2015	The Knick	Narrative analysis	Narrative structure
Panthong and Poonpon	2020	Functional analysis of lexical bundles in doctor talks in the medical TV series Grey's Anatomy	Linguistics and communication	Communication
Pavlov and Dahlquist	2010	Teaching communication and professionalism using a popular medical drama	Pedagogy and bioethics	Medical education
Perri and Salafia	2016	An unexpected new explanation of seasonality in suicide attempts: Grey's Anatomy broadcasting	Reception studies	Viewing habits and audience reactions
Pescatore	2018	Ecosistemi narrativi. Dal fumetto alla serie TV [Narrative ecosystems. From comics to TV series]	Narrative analysis	Narrative structure
Pescatore and Rocchi	2018	Dalle definizioni ai modelli degli ecosistemi narrativi. Prospettive di ricerca [From definitions to models of narrative ecosystems. Research prospects]	Narrative analysis	Narrative structure
Pescatore et al.	2014	Selection and evolution in narrative ecosystems: A theoretical framework for narrative prediction	Narrative analysis	Narrative structure
Peters	1994	Mass media as an information channel and public arena	Narrative analysis	Narrative structure
Pezzotta	1992	Forme del melodrama [Forms of melodrama]	Narrative analysis	Narrative structure
Pfau et al.	2022	The influence of television viewing on public perceptions of physicians	Reception studies	Viewing habits and audience reactions
Pilliere	2013	Dr. House and the language of offence	Linguistics and communication	Pragmatics

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Pilz et al.	2020	Neurosurgery in contemporary medical dramas: How Grey's Anatomy & Co. may affect perception of neurosurgery in the media	Pedagogy and bioethics	Audience education
Pintor-Holguín et al.	2012	Medical television series seen by students of medicine	Pedagogy and bioethics	Medical education
Plaice	2019	Medical drama in Korea: Doctor as "other" & the critique of modernity	Narrative analysis	Physicians, nurse and patient depiction
Portanova et al.	2015	It isn't like this on TV: Revisiting CPR survival rates depicted on popular TV shows	Narrative analysis	Accuracy
Possenti	2022	Narrating the COVID-19 pandemic by medical drama: The case of Grey's Anatomy	Narrative analysis	Illness depiction
Povoroznyuk	2021	Intercultural generic repositioning in medical TV drama	Linguistics and communication	Dubbing and subtitling
Pravadelli	2006	Feminist film theory gender studies	Gender studies	Gender identity
Primack et al.	2012	ER vs. ED: A comparison of televised and real-life emergency medicine	Narrative analysis	Accuracy
Puddu	2016	Medical drama television series	Linguistics and communication	Dubbing and subtitling
Pullen	2018	Female work and hospital drama. In heroism, celebrity and therapy in nurse Jackie	Gender studies	Gender identity
Putra et al.	2019	Speech acts found in the movie "The Good Doctor"	Linguistics and communication	Pragmatics
Quick	2009	The effects of viewing Grey's Anatomy on perceptions of doctors and patient satisfaction	Reception studies	Viewing habits and audience reactions
Quick et al.	2014	Grey's Anatomy viewing and organ donation attitude formation: Examining mediators bridging this relationship among African Americans, Caucasians, and Latinos	Reception studies	Viewing habits and audience reactions
Ramedani et al.	2020	Depiction of sexual harassment in medical television shows	Gender studies	Gender violence+B21
Ramirez et al.	2021	Cardiopulmonary resuscitation in television medical dramas: Results of the TVMD2 study	Narrative analysis	Accuracy
Raul and Lima da Silva	2019	"Young, gifted and black": Representatividade e diversidade em Grey's Anatomy [Young, gifted and black": Representation and diversity on Grey's Anatomy]	Gender studies	Race, ethnicity, and intersectionality
Rich et al.	2008	The afterbirth of the clinic: A Foucauldian perspective on "House M.D." and American Medicine in the 21 st century	Narrative analysis	Character
Rocchi and Farinacci	2020	Shonda Rhimes's TGIT: Representation of womanhood and blackness	Gender studies	Race, ethnicity, and intersectionality
Rosanita	2017	A pragmatic analysis of humor using medical terms in Grey's Anatomy Season 2	Linguistics and communication	Pragmatics
Rosenthal et al.	2018	From the small screen to breast cancer screening: Examining the effects of a television storyline on awareness of genetic risk factors	Reception studies	Viewing habits and audience reactions
Rosenthal et al.	2018	From the small screen to breast cancer screening: Examining the effects of a television storyline on awareness of genetic risk factors	Pedagogy and bioethics	Audience education
Rossmann	2003	Life goes on. Sometimes it doesn't. A comparative study of medical drama in the US, Great Britain and Germany	Narrative analysis	Narrative structure
Sabater et al.	2016	La seguridad del paciente a través del análisis de "Anatomía de Grey"; Temporada 6, capítulo 6. Vi lo que vi [Patient safety through "Grey's Anatomy" analysis; season 6, episode 6. I saw what I saw]	Narrative analysis	Physicians, nurse and patient depiction
Scandola	2022	Nelle Sue Mani. Luca Argentero tra medical drama, personal branding e impegno sociale [In his hands. Luca Argentero between medical drama, personal branding and social commitment]	Narrative analysis	Narrative structure
Schwei et al.	2015	Portrayal of medical decision making around medical interventions life-saving encounters on three medical television shows	Narrative analysis	Illness depiction
Scott-Douglass	2022	Shades of Shakespeare: Colorblind casting and interracial couples in Macbeth in Manhattan, Grey's Anatomy, and Prison Macbeth	Gender studies	Race, ethnicity, and intersectionality
Serrone et al.	2018	Grey's Anatomy effect: Television portrayal of patients with trauma may cultivate unrealistic patient and family expectations after injury	Pedagogy and bioethics	Audience education
Simons	2015	TV drama as a social experience: An empirical investigation of the social dimensions of watching TV drama in the age of non-linear television	Reception studies	Viewing habits and audience reactions

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Sisson	2021	Prime-time abortion on Grey's Anatomy: What do US viewers learn from fictional portrayals of abortion on television?	Reception studies	Viewing habits and audience reactions
Spike	2008	Television viewing and ethical reasoning: Why watching scrubs does a better job than most bioethics classes	Reception studies	Viewing habits and professional effects
Stark	2020	Representations of autism in popular media: Rhetorical disability in The Good Doctor	Gender studies	Disability
Stern and Barnes	2019	Brief report: Does watching The Good Doctor affect knowledge of and attitudes toward autism?	Gender studies	Disability
Stinson and Heischmidt	2012	Patients' perceptions of physicians: A pilot study of the influence of prime-time fictional medical shows	Reception studies	Viewing habits and audience reactions
Strauman and Goodier	2011	The doctor(s) in house: An analysis of the evolution of the television doctor-hero	Narrative analysis	Character
Strauman and Goodier	2008	Not your grandmother's doctor show: A review of Grey's Anatomy, house, and Nip/Tuc	Narrative analysis	Narrative structure
Strauss and Marzo-Ortega	2002	TV medical dramas—British or American: Which approach do you prefer?	Narrative analysis	Narrative structure
Street	2003	Communication in medical encounters: An ecological perspective	Linguistics and communication	Communication
Tapper	2010	Doctors on display: The evolution of television's doctors	Narrative analysis	Physicians, nurse and patient depiction Illness depiction
Terry	2019	The representativeness of the metaphors of death, disease, and sex in a TV series corpus	Narrative analysis	Illness depiction
Terry and Peck	2019	Television as a career motivator and education tool: A final-year nursing student cohort study	Pedagogy and bioethics	Medical education
Thompson	1996	Television's second golden age: From hill street blues to ER	Narrative analysis	Narrative structure
Tian and Yoo	2020	Medical drama viewing and medical trust: A moderated mediation approach	Reception studies	Viewing habits and audience reactions
Tian et al.	2023	Medical drama viewing, parasocial relationship, and trust in physicians: A cross-lagged panel study	Reception studies	Viewing habits and audience reactions
Torgerson et al.	2020	Public awareness for a sexual assault hotline following a Grey's Anatomy episode	Gender studies	Gender violence
Torock	2008	Bringing the emergency room to the classroom: Using Grey's Anatomy to simplify situational leadership	Pedagogy and bioethics	Non-medical education
Turow	1996	Television entertainment and the US health-care debate	Pedagogy and bioethics	Audience education
Turow	2010	Playing doctor: Television, storytelling, and medical power	Narrative analysis	Narrative structure
Turow and Coe	1985	Curing television's ills: The portrayal of health care	Narrative analysis	Illness depiction
Tyasinestu and Ardi	2020	Idiomatic expressions and their Indonesian subtitles in the Good Doctor tv series	Linguistics and communication	Dubbing and subtitling
Urban	2012	Die Kleine House-Apotheke: Reception of the American, German and Polish Gregory House and varied translations of the pronoun you	Linguistics and communication	Dubbing and subtitling
Valenzuela-Rodríguez	2012	Análisis de los casos clínicos presentados en la serie médica televisiva Dr. House	Narrative analysis	Illness depiction
Van den Bulck	2002	The impact of television fiction on public expectations of survival following inhospital cardiopulmonary resuscitation by medical professionals	Reception studies	Viewing habits and audience reactions
Van den Bulck and Damiaans	2004	Cardiopulmonary resuscitation on Flemish television: Challenges to the television effects hypothesis	Pedagogy and bioethics	Audience education
Van Ommen	2014	Who is the doctor in this house? Analyzing the moral evaluations of medical students and physicians of House M.D	Pedagogy and bioethics	Bioethics
Vignozzi	2020	"Multiple GS Ws to the chest. BP 90 over 60. Pulse in the 120s. Push 1 of epi!" A preliminary study on the representation of spoken medical English in Grey's Anatomy	Linguistics and communication	Communication
Villadsen	2012	The use of role-play and drama in interprofessional education: An evaluation of a workshop with students of social work, midwifery, early years and medicine	Pedagogy and bioethics	Non-medical education
Vorbrink and Fankhauser	2021	Creating teaching materials for nursing schools using medical TV series	Pedagogy and bioethics	Medical education
Warner	2015	The racial logic of Grey's Anatomy: Shonda Rhimes and her "post-civil rights, post-feminist" series	Gender studies	Race, ethnicity, and intersectionality
Washington	2012	Interracial intimacy: Hegemonic construction of Asian American and Black relationships on TV medical dramas	Gender studies	Race, ethnicity, and intersectionality
Weaver and Wilson	2011	Australian medical students' perceptions of professionalism and ethics in medical television programs	Reception studies	Viewing habits and professional effects

Table A1 (continued).

Author(s)	Year	Title	Research area	Sub-area
Weaver et al.	2014	Medical professionalism on television: Student perceptions and pedagogical implications	Reception studies	Viewing habits and professional effects
Weaver et al.	2013	Nursing on television: Student perceptions of television's role in public image, recruitment and education	Reception studies	Viewing habits and professional effects
Webb	2011	Selecting television programs for language learning: Investigating television programs from the same genre	Linguistics and communication	Pedagogic
Wegner	2019	Relocating the Freak Show: Disability in the medical drama	Gender studies	Disability
Welman et al.	2016	We all love a good medical drama-But are their depictions of CPR bad for the public?	Pedagogy and bioethics	Audience education
White	2008	Capturing the ethics education value of television medical dramas	Pedagogy and bioethics	Bioethics
Whybrew	2015	"The ultimate woman is a man": An analysis of medical authority and the (in) visibility of intersexuality in House, MD	Gender studies	LGBTQ+ depiction
Wicclair	2008	The pedagogical value of House, M.D.-Can a fictional unethical physician be used to teach ethics?	Pedagogy and bioethics	Bioethics
Wilder	2017	Television dramas, disability, and religious knowledge: Considering call the midwife and Grey's Anatomy as religiously significant texts	Gender studies	Disability
Williams et al.	2014	Television viewing habits of preclinical UK medical undergraduates: Further potential implications for bioethics	Reception studies	Viewing habits and professional effects
Williams et al.	2015	Using TV dramas in medical education	Pedagogy and bioethics	Medical education
Wise	2014	TV show house helped doctors spot cobalt poisoning	Pedagogy and bioethics	Medical education
Witzel et al.	2018	Impact of medical TV series on surgical hospital patient's perception of reality	Reception studies	Viewing habits and audience reactions
Yaguchi et al.	2022	Kidney stone depiction on fictional television: How accurate are they?	Narrative analysis	Accuracy
Yanagi et al.	2023	The impact of a medical drama featuring a hospital pharmacist on the perception of pharmacists among high school students and guardians: A quasi-experimental study	Pedagogy and bioethics	Non-medical education
Ye and Ward	2010	The depiction of illness and related matters in two top-ranked primetime network medical dramas in the United States: A content analysis	Narrative analysis	Illness depiction
Zabielska and Żelazowska-Sobczyk	2021	Biomedical and patient-centred discourse on the basis of Polish medical TV series medics	Linguistics and communication	Communication
Zhao and Anger	2021	Accuracy of urologic conditions portrayed on Grey's Anatomy	Narrative analysis	Accuracy
Zohar	2012	La presencia familiar durante la resucitación médica (RCP) tal como aparece en las series televisivas de gran audiencia: House, Grey's Anatomy, medic [Family presence during medical resuscitation (CPR) as it appears in popular television series: House, Grey's Anatomy, medic]	Narrative analysis	Illness depiction
Zuk	2017	Coming out on "Grey's Anatomy": Industry scandal, Constructing a Lesbian story line, and fan action	Gender studies	LGBTQ+ depiction
Branes and Guguianu	2018	Audience's interest for health problems and human relations: Friendship and love in TV medical dramas	Reception studies	Viewing habits and audience reactions

