

**Problematic alcohol consumption in teachers:
analysis of social imaginaries in the series
Merlí Sapere Aude and *The Chair***

**Consumo problemático de alcohol en docentes:
análisis de los imaginarios sociales en las series
Merlí Sapere Aude y *The Chair***

Paula Belén Mastandrea and María Paula Paragis

Instituto de Investigaciones, Facultad de Psicología, Universidad de Buenos Aires, Argentina

ORCID Paula Belén Mastandrea: <https://orcid.org/0000-0003-4177-0688>

ORCID María Paula Paragis: <https://orcid.org/0000-0002-6909-4311>

Received: 10/01/2023 · Accepted: 24/03/2023

Cómo citar este artículo/citation: Mastandrea, P. B., Paragis, M. P.(2023). Problematic alcohol consumption in teachers: analysis of social imaginaries in the series *Merlí Sapere Aude* and *The Chair*. *Revista Española de Drogodependencias*, 48(2), 137-151. <https://doi.org/10.54108/10053>

Abstract

Introduction: The harmful use of alcohol has negative effects both for the drinker and for society in general. Educational institutions carry out preventive and harm reduction actions that are oriented towards students and mainly in charge of teachers. However, very few investigations address the consumption habits of these professionals and the consequences it has on their role. In this paper we aim to analyze the social imaginaries that circulate in two contemporary series regarding the problematic consumption of alcohol in teachers. *Methodology:* We carried out a qualitative content analysis of the series *Merlí Sapere Aude* (Spain, 2019-2021) and *The Chair* (United States, 2021) in order to explore, from a relational perspective, the different factors that affect the consumption of alcohol of two characters with this problem. *Results:* The results reflect the representation of various social and individual factors in the consumption of these characters, focusing especially on their socio-family circumstances. The educational institutions in these series respond to their teachers' problematic use of alcohol by sanctioning them and removing them from their posts. *Discussion and conclusions:* The imaginaries represented in these series reinforce beliefs that deny that problematic alcohol consumption is a health problem and place the responsibility for consumption solely on the individual. This highlights the need to encourage educational institutions to also consider the teaching population as care recipients of actions to reduce harm and prevent problematic consumption.

Keywords

Alcoholism; Teaching; Social imaginaries; TV series.

— Correspondencia: —

Paula Belén Mastandrea

Email: pmastandrea@psi.uba.ar



Resumen

Introducción: El uso nocivo de alcohol tiene efectos perjudiciales tanto para el bebedor como para la sociedad en general. Las instituciones educativas realizan acciones preventivas y de reducción de daños que están orientadas hacia estudiantes. Sin embargo, muy pocas investigaciones indagan sobre los hábitos de consumo de los docentes, y las consecuencias que tienen sobre su rol. En este escrito proponemos analizar los imaginarios sociales de dos series contemporáneas en torno al consumo problemático de alcohol en docentes. **Metodología:** Realizamos un análisis de contenido cualitativo de las series *Merlí Sapere Aude* (España, 2019-2021) y *The Chair* (Estados Unidos, 2021) con el fin de explorar, desde una perspectiva relacional, los distintos factores que inciden en el consumo de alcohol de dos personajes con esta problemática. **Resultados:** Los resultados reflejan la representación de diversos factores sociales e individuales en el consumo de estos personajes, poniendo el foco especialmente en sus circunstancias socio-familiares. Las instituciones educativas de estas series responden al consumo problemático de alcohol de sus docentes sancionándolos y apartándolos de sus cargos. **Discusión y conclusiones:** Los imaginarios que circulan en estas series refuerzan creencias que niegan que el consumo problemático de alcohol es una problemática de salud y depositan la responsabilidad por el consumo únicamente en el individuo. Esto pone de relieve la necesidad de promover que las instituciones educativas también consideren a la población docente como destinataria de las acciones de reducción de daños y prevención de los consumos problemáticos.

Palabras clave

Alcoholismo; Docencia; Imaginarios sociales; Series.

INTRODUCTION

Alcohol consumption is a causal factor in more than 200 diseases and disorders, including alcoholism (WHO, 2022). *Harmful use of alcohol* is a type of consumption that causes harmful health and social effects for the drinker, for those around him and for society in general (WHO, 2010). The consequences of intoxication are wide-ranging and include decreased attention, deficits in cognitive ability, loss of motor skills, increased aggressiveness, decreased impulse control and possible alcohol intoxication; as well as the increased risk of contracting long-term diseases (PAHO, 2021).

Several factors influence alcohol consumption: Social factors - the level of economic development of the country of resi-

dence, culture, social norms, the availability of alcohol and the application of alcohol policies regarding early intervention, regulation of publicity and drink driving sanctions, and measures to ensure their enforcement- and individual factors -age, sex, family circumstances and socioeconomic status of the person (WHO, 2022). From a relational perspective, any drug use occurs in the interaction between three subsystems: the substance as a material element; the individual processes of the person who consumes; and the social organization, including the political and cultural components, as the framework in which the relationship occurs (Comas Arnau & Arza Porras, 2000).

Conceptions about how much alcohol should be consumed and in what way vary culturally: total acceptance of consumption



and drunkenness; acceptance of moderate consumption but not of intoxication; prohibition or moral censorship of all types of consumption (Cremonte & Pilati, 2017). Western societies have a high tolerance for the consumption of alcoholic beverages, so care policies and actions are not always appropriate for the magnitude of harmful use of alcohol. Prevailing social norms sometimes support alcohol consumption behaviors and thus promote conflicting messages about the harms and benefits of alcohol that can encourage consumption, delay timely seeking for health care and undermine community action (WHO, 2021).

However, this high tolerance for consumption is not usually transferred to the workplace, since organizations consider drunkenness as a breach of contract and an aggravating factor in work accidents. This is due to the fact that the harmful use of alcohol has important repercussions at work: decreased productivity, increased incidence of work accidents, increased numbers of absenteeism and a propensity for work disabilities, among others (Ortiz Tomé et al., 2019).

This type of punitive approach, which seeks to prevent the use of drugs through sanctions is not aligned with the current approach of prevention and harm reduction promoted by the WHO (2021), that intends to limit the social, economic and health negative consequences of the use of legal and illegal psychoactive drugs, without necessarily reducing their consumption (International Harm Reduction Association, cited in Damín & Arrieta, 2017). From this perspective, educational institutions constitute relevant spaces for prevention and detection of problematic alcohol consumption, where strategies focused on care are developed (Camarotti et al., 2013).

Although they are areas of development for the well-being of all people involved in education (Lesme, 2011), these actions have traditionally been oriented towards the student population, giving teachers a leading role in their development (Cedeño Carrasco et al., 2021; Quiroga et al., 2017; Sixto Costoya et al., 2018). However, these professionals carry out a dynamic, intense and stressful job that can often affect their health and prevent them from carrying out these care actions (Franco & Monteiro, 2016; NASUWT, 2022).

There is a very low number of investigations that investigate the consumption habits of teachers and the impact that the harmful use of alcohol can have on their work. Some investigations locate a low prevalence of risk for excessive alcohol consumption in this profession (Bush & Lipari, 2015; Tirado Otálvaro et al., 2013), while in others there is a high prevalence of the consumption and harmful use of alcohol in this population (Franco & Monteiro, 2016; Matos Fernandes Castelo Branco et al., 2019; NASUWT, 2022; Rigamonte et al., 2012), mainly associated with job dissatisfaction and high levels of stress associated with their task (Watts & Short, 1990). This can lead to deficiencies in lesson planning, loss of creativity and enthusiasm, low tolerance for frustration, hostile feelings towards oneself and one's work, as well as a desire to leave the profession (Oliveira Filho et al., 2012).

According to this background, it is necessary to deepen the analysis of the meanings and representations that circulate in the social imaginary regarding teachers and problematic consumption, taking into account the vacancy area in this field of research.

Social imaginaries constitute a set of representations related to the image that



people have of the world, of other people and of themselves, and allow organizing and regulating daily life (Castoriadis, 1975; 1977). These are referential schemes that help interpreting reality in a specific time and place and that are characterized by their intersubjective construction, for being historically determined and for presenting an ambivalent character (Pintos, 1995).

With respect to the social figure of the substance user (and of the alcoholic as such), historically it has been considered that the substance would be capable of arousing dangerous behaviors in people and making them antisocial. For this reason, in the social imaginary, addiction is usually considered a “social scourge”. This idea of the drug user as someone marginal, delinquent or dangerous results in a stigmatization that separates users from the health system (Mansilla, 2017).

The teaching profession is closely linked to socio-political conditions, since education is valued for its cultural and social importance. Preparing future teachers to become role models for their students was one of the main concerns when formalizing the profession. There was an explicit intention of installing in these professionals the adherence to strict moral standards regarding their behavior, both in terms of their private life and in their jobs. These discourses support the idea that teaching is a moral act, as education involves the intention to positively transform people (Maxwell & Schwimmer, 2016).

Social imaginaries are produced and reproduced through different mass media, among which we place series (Riffo Pavón, 2016), which draw cognitive cartographies of the world and collect, in non-linear ways, elements of its political subconscious (Moguillansky, 2018). In this sense, its analysis makes it possible to connect and make vis-

ible the prevailing discourses in society (Sell-Trujillo et al., 2014).

Although there are multiple series that focus their plot on the educational field -for example, *Rita* (Torpe et al., 2012-2020), *Merlí* (Montánchez, 2015-2018), *Thirteen Reasons Why* (Son et al., 2017-2020), *Merlí Sapere Aude* (Montánchez, 2019-2021), *Sex Education* (Campbell & Taylor, 2019-present) and *The Chair* (Peet & Wyman, 2021)- only two of these titles address problematic alcohol use in teachers: *Merlí Sapere Aude* and *The Chair*.

In the present study we aim to investigate the social imaginaries represented in the two aforementioned series with respect to problematic alcohol consumption in the teaching population, in order to specify the various factors involved in this type of consumption from a comprehensive perspective, as well as to ponder its implications in the exercise of the teaching profession.

Different studies investigate the social imaginaries in audiovisual fictions around alcoholism. Some indicate that alcohol is the substance with the highest rate of appearance in North American television series (Hanneman & McEwen, 1976; Fernández-Collado et al., 1978) and that drinkers are mostly male, positive characters, protagonists and belonging to all social classes. Consumption is presented as excessive behavior, which occurs mainly at home and appears associated with leisure time (Breed & DeFoe, 1981). Mayrhofer and Matthes (2018) analyze television series that focus on the workplace and point out that the presence of alcohol and its acceptance in this space are alarming. The protagonists resort to alcoholic beverages as a way to deal with their problems. The immediate negative effects of consumption are not usually represented on screen, so the charac-



ters rarely show symptoms of drunkenness. It is more frequent to see its long-term consequences, both personally and professionally. The authors point out that it would be desirable to carry out studies on the subject in various sub-genres in relation to the workplace, which we will address here when referring to the teaching profession.

Regarding the social imaginaries of teachers in audiovisual fictions, three models are registered: the inspiring teacher by vocation (the hegemonic vision); the teacher as a figure of authority, more related to authoritarianism and the exercise of symbolic violence; and the teacher as a worker, linked to unionization (Gagliardi, 2019). Likewise, the representations of teachers as myths, agents of transformation and transgression that promote great changes in schools from heroic places are very frequent. In general, this stems from their personal conflicts and dissatisfaction with institutional discipline (Dalla Valle, 2020). There are no investigations that analyze the social imaginaries of teachers with problematic substance use in movies or contemporary series.

MATERIALS AND METHODS

The focus of the work is eminently qualitative, which includes a perspective focused on understanding the meaning of complex phenomena (Taylor & Bogdan, 2013). It is intended to carry out an inductive process that goes from the particular to the general, in addition to focusing on an interpretative perspective (Denzin & Lincoln, 1994).

The selected sample are two contemporary series: *Merlí Sapere Aude* and *The Chair*, both released in the last 4 years, which include in their narrative leading characters university teachers with problematic alcohol

consumption. *Merlí Sapere Aude* is a Catalan production, a sequel to the well-known series *Merlí*, and has two seasons of eight episodes each. The duration of these episodes is 50 minutes. The plot revolves around Pol Rubio, a Philosophy student at the University of Barcelona. In this article we will focus on one of his teachers, María Bolaño. *The Chair* is an American series. It has a single season of six 30-minute episodes. The series tells the story of an English professor, Ji-Yoon Kim, who becomes the first female head of the department at a prestigious university. In this case, we are interested in the story of Bill Dobson, a professor of Literature at the same institution.

For the analysis of these productions, a content analysis was carried out (Weber, 1990) to deepen the understanding of the alcohol consumption of these two characters. The categories of analysis were the various factors that affect alcohol consumption (WHO, 2022). An independent recording of each of the stories of the characters in these series was carried out using a coding scheme (Marradi, Archenti & Piovani, 2018) that considered the social and individual factors involved. Narrative analysis (Fisher, 1985) was used to examine the discursive logic of the series, identifying its various elements: characters, plot, narrative structure and themes that unfold around problematic alcohol use by teachers, in order to evaluate the type of imaginaries that are promoted in these productions according to the relational perspective of substance use.

To guarantee validity and reliability and reduce the interpretative biases of each investigator, the analysis included successive revisions by the other researchers of the team (Cresswell, 2009).



RESULTS

In order to respond to the research objective, first of all we will describe the characters of María Bolaño and Bill Dobson, university teachers with problematic alcohol consumption in the series *Merlí Sapere Aude* and *The Chair* respectively, and their consumption habits.

María Bolaño is a professor who teaches Ethics at University of Barcelona, Spain. The series shows her as a teacher with a great career, who likes to provoke debate in class through questions and complex ethical dilemmas. Her problem with alcohol consumption is presented in the second episode of the first season and increases in severity thereafter. María consumes since morning, mainly in solitude and hiding, since her inner circle is aware of her problem with alcohol. The drinks of choice are gin and whiskey. When she is drunk, she is shown in a drowsy state, with motor clumsiness, stumbling in her words and verbally attacking other people.

Bill Dobson is one of the most outstanding professors in the Department of English at the University of Pembroke, United States. In recent years he has gained fame as a novelist and writer for the *New York Times*, for which he is well-known among students. In the first episode of the series we can see the problematic character that alcohol consumption acquires for Bill. He starts consuming in the morning, alone on most occasions, in a bar or at home. The drink of choice is beer. When he is drunk, he is shown dazed, with motor clumsiness, uninhibited and with little ideational clarity.

We present the analysis of the types of factors that affect the alcohol consumption

of each protagonist, indicating how they are shown in these audiovisual productions (See Table 1)

DISCUSSION

According to the results presented, there are some convergences and divergences between the literature on social imaginaries regarding teachers and consumers represented on screen and the characterization of the selected characters. In the first place, both are presented as teachers with great recognition for their work and by the student body, but with a disruptive attitude towards the educational institution. This representation is consistent with the hegemonic vision: inspiring teachers by vocation (Gagliardi, 2019) and agents of transformation and transgression based on their dissatisfaction with institutional discipline (Dalla Valle, 2020). Secondly, both series present alcohol consumption as a way of coping with personal problems or crises (Breed & Defoe, 1981; Mayrhofer & Matthes, 2018). However, contrary to what the precedents suggest (Mayrhofer & Matthes, 2018), the series not only show the consequences of consumption in the medium term, both in the personal and work environment, but also the immediate signs of consumption, giving account of typical symptoms of alcohol intoxication (PAHO, 2021).

The analysis of the factors that affect the alcohol consumption of these characters provides the opportunity to delve, from a relational perspective, into the understanding of the various dimensions that are involved and the reasons why their consumption becomes problematic.



Table 1. Types of factors that affect the alcohol consumption of the characters in the series *Merlí Sapere Aude* and *The Chair*

TYPES OF FACTORS		AUDIOVISUAL MATERIALS	
		<i>Merlí Sapere Aude</i>	<i>The Chair</i>
Social factors	Level of economic development	Developed country.	Developed country.
	Culture	<p>Western.</p> <p>-Acceptance of moderate consumption, not of intoxication: on one occasion they asked her to leave a bar because she was very drunk.</p> <p>-Students consume alcohol in the University bar; teachers are not allowed.</p>	<p>Western.</p> <p>-Acceptance of moderate consumption, not of intoxication.</p> <p>-Regarding the culture around alcohol, alcoholic beverages are offered to those present at an event for University professors.</p>
	Social norms	<p>-She loses custody of her daughter due to her alcohol problem.</p> <p>-The consumption of alcohol motivates the breach of some social norms: aggressively addressing close and unknown people; teaching classes in a state of drunkenness and consuming alcohol; making students feel uncomfortable with questions about their private life.</p>	<p>-Disruptive and/or “antisocial” behaviors are shown both in the workplace and in public spaces: stealing a golf cart from an airport; urinating in the parking lot, under the gaze of passers-by; being late for his class and pretending to teach the lesson being drunk.</p>
	Alcohol availability	<p>Wide availability.</p> <p>Circumstances in which she cannot access alcoholic beverages are not seen in the episodes.</p>	<p>Wide availability.</p> <p>Circumstances in which he cannot access alcoholic beverages are not seen in the episodes.</p>
	Enforcement of alcohol policies and measures	<p>-Faced with an accident that the protagonist has when she is drunk, she is admitted to the Psychiatry service of the Hospital.</p> <p>-María voluntarily attends a “support group” to stop drinking.</p> <p>-In the workplace, they urge her to take leave from her position after the accident.</p>	<p>-There are no situations of application of health policies.</p> <p>-The measures that address the protagonist’s problematic alcohol consumption come from the workplace: he is suspended from his position and his dismissal is evaluated.</p>



TYPES OF FACTORS		AUDIOVISUAL MATERIALS	
		<i>Merlí Sapere Aude</i>	<i>The Chair</i>
Individual factors	Age	It is not specified, although the series mentions that he has 20 years of teaching experience.	45 years
	Sex and gender	Feminine / Woman.	Masculine / Man.
	Socio-family circumstances	<p>-She is divorced.</p> <p>-She has a daughter with Down syndrome, of whom she does not have custody. Her visits are restricted when the father learns that she is consuming alcohol.</p> <p>-She has only one friend, who is another professor at the university. She does not have a good relationship with other colleagues.</p>	<p>The character goes through two mourning processes: his wife passed away less than a year ago; his daughter moves out of town to go to college.</p> <p>-He has the support of his friend and colleague Ji-Yoon and maintains a good relationship with other teachers.</p>
	Socio-economic status	The series shows that being a professor implies a higher salary than other teachers. Purchasing power seems to be medium level.	The protagonist belongs to the American academic elite. His purchasing power seems to be medium level.

Source: Own elaboration based on the developments of WHO (2022) on the factors that affect alcohol consumption and the observable elements in audiovisual fictions.

In relation to social factors, both protagonists live in developed countries. According to PAHO (2021), drinkers living in high-income countries consume alcohol more frequently and tend to have greater commercial availability of alcohol, which can normalize their consumption even more. This is linked to the culture of these countries and the modalities that consumption adopts there. In the cases we address, there is an acceptance of moderate consumption, but not of intoxication. This, together with the wide availability of alcohol observed in both series, is in line with what the literature proposes on high tolerance towards alcohol consumption in our society (WHO, 2021). In *The Chair*, alcohol is available at various social events, as well as

early in the morning at an airport bar, where Bill sits down to drink after saying goodbye to his daughter. In *Merlí Sapere Aude*, students can consume alcohol in the common areas of the University, while professors cannot. In both cases it is shown that this high social tolerance is not transferred to the workplace (Ortiz Tomé et al., 2019), since these teachers receive a call of attention for showing signs of consumption at the University. This data distances from the broad acceptance of alcohol consumption in other workplaces that Mayrhofer and Matthes (2018) identify in audiovisual productions. This may be due to the fact that, unlike other professions, the practice of teaching is usually associated with the need to adhere to strict moral standards



that regulate the behavior of professionals in order to become role models for the student body (Maxwell & Schwimmer, 2016).

Regarding social norms, in both characters the accent is placed on showing a transgression of them when they are under the influence of alcohol. In Bill's case, his behaviors are associated with disinhibition and lack of clarity at the ideational level that is produced by alcohol, although there are no signs of intention to harm or cause disturbances on his part. On the contrary, when María is under the influence of alcohol, she tends to become aggressive with her affections and present socially disruptive behaviors. Both Bill and María's behaviors are aligned with the social imaginary that identifies the substance user as someone dangerous to himself and others, with antisocial and violent tendencies (Mansilla, 2017). Likewise, it is highlighted that the protagonists are portrayed as people with self-destructive traits and a carefree attitude regarding their health (Touzé, 2006) and their work obligations (Oliveira Filho et al., 2012) due to their consumption of alcohol. This attitude leads Bill to neglect planning his classes, prompting him to once show his students a video of his wife naked and swearing instead of the slides on the topic of the day. In María's case, on one occasion she shows up to class completely drunk and continues drinking alcohol; in this state, she asks the students questions about their sexual practices, making them feel clearly uncomfortable. In this way, the representation of these teachers as a source of inspiration for their students (Gagliardi, 2019) is affected due to the effects that consumption has on their work activity.

On the other hand, the application of alcohol policies and measures to ensure

their compliance appears in both productions once problematic consumption by these teachers has been identified and as a consequence of specific events that affect their physical integrity or the contract compliance. It should be noted that in *The Chair* the measures adopted with respect to Bill's problematic consumption take place only in the workplace and a strategy that contemplates the dimension of health is not offered. In the case of *Merlí Sapere Aude*, it is as a result of an accident that María has that the intervention of the health service is shown, where they decide to admit her to the Psychiatry service. This hospitalization is temporary and voluntary, since María resumes her activities soon. In the second season of the series, she attends hospital support groups and is in withdrawal. In the workplace, both in *Merlí Sapere Aude* and in *The Chair*, punitive measures are applied to discourage consumption: María is separated from the teaching staff of a Master's degree and must take a leave of absence from her regular position; while Bill is suspended and eventually fired. At this point, the productions show an approach that is not aligned with the care strategies that are usually presented in educational institutions for the prevention and detection of problematic alcohol consumption, which is consistent with the studies that indicate that these actions are mainly oriented to the student population (Cedeño Carrasco et al., 2021; Quiroga et al., 2017; Sixto Costoya et al., 2018).

Regarding individual aspects, the two protagonists are middle-aged people with a medium-level socioeconomic status, which is related to their characterization as professors with a long trajectory and belonging to well-known universities. In relation to socio-family circumstances, the plots focus on complex family histories, although the repre-



sentation of alcohol consumption associated with a personal crisis (Breed & DeFoe, 1981; Mayrhofer & Matthes, 2018) is more explicit in Bill's case, who is going through a double mourning that generates a depressive state in him. In *Merlí Sapere Aude*, no elements are provided that enable us to identify the causes of consumption. In an episode of the second season, María's daughter asks her if she began to consume alcohol when she was born -associating her Down Syndrome with a negative impact on her mother-, but the teacher answers no, that before her birth she already had many problems. Later, in the support group, María shares that her daughter is about to move in with her boyfriend and that this especially affects her, since she finds herself "without drink and without a daughter". This is interesting because it shows that the factors that influence harmful use of alcohol vary in each person according to their processing, interpretation, and the response they provide to them (OEA, 2015).

Regarding the sex of the characters, the permissible levels of alcohol consumption -understood as the number of drinks that a person can consume daily and that involve a lower probability of producing adverse health effects- differ according to their metabolism in the organism. Therefore, the estimated measure is one drink a day for women and two a day for men over 18 years olds. Recent data indicates that in high-income countries the proportion of women who drink excessively is increasing faster than the male proportion, thus narrowing the gap between the sexes (PAHO, 2021). Bill drinks occasionally and mainly beer, and María has consumed gin and whiskey systematically throughout the day, for several years, so the measure of alcohol ingested by the female protagonist would, in this case, be higher than the amount of the male.

In relation to the gender factor -understood as the ideas, beliefs and attributions around sexual difference-, we want to point out that in the audiovisual fictions that address alcoholism male characters predominate (Breed & DeFoe, 1981). The decision to portray a female protagonist with this problem in *Merlí Sapere Aude* is important if we consider that teaching in Spain is a field dominated by women (Verástegui Martínez, 2019). Likewise, it should be noted that *The Chair* makes visible gender inequities in the academic field and, with respect to its link with the repercussions of Bill's problematic consumption, on various occasions some female colleagues allude that the University has greater consideration for him and/or tolerance towards his faults for the mere fact of being a man.

CONCLUSIONS

In this study we investigate the social imaginaries that circulate in two recently released series, *The Chair* and *Merlí Sapere Aude*, in which the problematic consumption of alcohol in teachers constitutes one of the central arguments of the plot. We consider these fictional productions of special value since they allow us to address a subject that has not been investigated much, as the harmful use of alcohol in the educational field is usually linked to students (Cedeño Carrasco et al., 2021; Quiroga et al., 2017; Sixto Costoya et al., 2018).

Through the analysis of the various factors involved in the alcohol consumption presented by Bill and María, we find important to highlight the relational character of the use of substances (Comas Arnau & Arza Porras, 2000), understanding that these elements interact with each other, configu-



ing biographical experiences and subjective trajectories that are not comparable. The problematic nature of the alcohol consumption of the characters in the analyzed series has its own qualities and dimensions, which vary depending not only on their consumption patterns but also on their life situations, their personal characteristics and their environment (Touzé, 2006).

Although alcohol consumption cannot be explained from a single dimension, it is observed that the representations on the screen focus on the individual factors of consumption, mainly on socio-family circumstances, and place the responsibility on the person to find a solution for their problem. In Bill's case, both his daughter and her friend Ji-Yoon tell him that "*he should put his life in order and do something about his consumption*" and, in *Merli Sapere Aude*, we see that Maria's inner circle also blames her for her alcoholism. This denies the possibility of offering a space for dialogue about what happens to them and the reasons why they resort to alcohol.

At the same time, it is highlighted that the educational institutions in these series, far from constituting a scenario in which prevention and health care actions are carried out, respond to their teachers' problematic consumption by sanctioning them and removing them from their posts. This could negatively affect them, increasing the use of the substance by generating new situations of stress and job dissatisfaction (Watts & Short, 1990). In addition, restricting or silencing substance use delays the timely search for help (WHO, 2021). In fact, the favorable outcomes -understood as the cessation of problematic alcohol consumption- that the series present involve a change of position on the part of the characters, with-

out significant modifications at the level of their affective network or their context.

We have been able to locate through the representation on screen how there are still beliefs in the social imaginary that deny that problematic alcohol consumption is a health problem and place the responsibility for consumption solely on the individual. For this reason, the series are valuable tools to rethink this topic, since they expose situations that remain silenced in the institutions and the incidence of sociocultural, affective and contextual factors, that belong to each community, allowing a comprehensive approach that has the power to promote a culture focused on harm reduction and the prevention of problematic consumption.

In future research, it would be interesting to use audiovisual narratives to make specific proposals to raise awareness about the importance of including teachers in health promotion and preventive actions that are carried out in educational institutions regarding the consumption of alcohol and other substances, with the aim of promoting a culture of care that considers the entire educational community.

REFERENCES

- Breed, W., & Defoe, J. (1981). The portrayal of the drinking process on prime-time television. *J Commun*; 31(1): 58-67. <https://doi.org/10.1111/j.1460-2466.1981.tb01205.x>
- Bush D.M., & Lipari, R.N. (2015). *The CBHSQ Report: Substance Use and Substance Use Disorder by Industry*. Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality.



- Camarotti, A.C; Kornblit, A.L., & Di Leo, P.F. (2013). Prevención del consumo problemático de drogas en la escuela: estrategia de formación docente en Argentina utilizando TIC. *Interface - Comunicação, Saúde, Educação*, 17(46), 695-703. <https://doi.org/10.1590/S1414-32832013005000023>
- Campbell, J., & Taylor, B. (2019-present). *Sex Education* [TV series]. Eleven Film.
- Castoriadis, C. (1975). *La institución imaginaria, Tomo II*. Tusquets.
- Castoriadis, C. (1997). *El avance de la insignificancia*. Eudeba.
- Cedeño Carrasco, Y. P., Aspiazu Miranda, R. A., Mazacon Vásquez, L. L., & Suárez Berruz, L. P. (2021). Adolescent alcoholism and its effects on academic behavior. *Ecuadorian Science Journal*, 5(1), 20-23. <https://doi.org/10.46480/esj.5.1.103>
- Comas Arnau, D., & Arza Porras, J. (2000). Niveles, ámbitos y modalidades para la prevención del uso problemático de drogas. En Grup Igia y colaboradores. *Contextos, sujetos y drogas: un manual sobre drogodependencias* (pp. 263-282). Ajuntament de Barcelona y FAD.
- Cremonte, M., & Pilati, A. (2017). Alcohol. En AA.VV. *Un libro sobre drogas* (pp. 139-169). Editorial El gato y la caja.
- Cresswell, J. W. (2009). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Dalla Valle, L. (2020). Accionando imaginarios producidos por el cine. Saberes y prácticas. *Revista De Filosofía Y Educación*, 5(2), 1-15. <http://revistas.un-cuyo.edu.ar/ojs/index.php/saberesy-practicas/article/view/3907>
- Damin, C., & Arrieta, E. (2017). ¿Qué es la reducción de riesgos y daños? En AA.VV. *Un libro sobre drogas* (pp. 419-444). Editorial El gato y la caja.
- Denzin, N. K., & Lincoln, Y. S. (1994). *El campo de la investigación cualitativa*. Gedisa.
- Fernández-Collado, C.; Greenberg, B.; Korzeny, F., & Arkm, C-H. (1978). Sexual intimacy and drug use in TV series. *Journal of Communication*, 28(3), 30-37.
- Fisher, W. (1989). Clarifying the narrative paradigm. *Communication Monographs*, 56, 55-58.
- Franco, L. C., & Monteiro, P. S. (2016). Padrão de consumo de álcool e tabaco entre professores universitários. *Revista Baiana de Enfermagem*, 30(2), 1-11. <https://doi.org/10.18471/rbe.v30i2.15860>
- Gagliardi, L. (2019). Los docentes que muestra el cine: un análisis desde la Teoría del Discurso social. *Question/ Cuestión*, 1(61), e142. <https://doi.org/10.24215/16696581e142>
- Hanneman, G., & McEwen, W. (1976). The use and abuse of drugs: an analysis of mass media content. En R. Ostman (Ed.). *Communication research and drug education*. Sage.
- Lesme, D. (2011). Agentes de prevención de comportamientos autodestructivos en la escuela: acerca del malestar docente. *Eureka*, 8(1), 48-54. http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S2220-90262011000100006
- Mansilla, J.C. (2017). Nacimiento y crisis del prohibicionismo. En AA.VV. *Un libro*



- sobre drogas (pp. 109-136). Editorial El gato y la caja.
- Marradi, A.; Archenti, N., & Piovani, J.I. (2018). *Manual de Metodología de las Ciencias Sociales*. Siglo XXI.
- Matos Fernandes Castelo Branco, F.; de Sousa Farias, F.L.; Sanchez Dutok, C.M.; Castelo Branco Neto, T.; de Vargas, D., & Mendes Diniz de Andrade Barroso, T. (2019). Padrão do consumo de álcool entre trabalhadores de uma universidade pública brasileira. *Revista de Enfermagem Referência*, serIV(22), 85-95. <https://doi.org/10.12707/RIV19026>
- Maxwell, B., & Schwimmer, M. (2016). Professional ethics education for future teachers: A narrative review of the scholarly writings. *Journal of Moral Education*, 45(3), 354-371. <https://doi.org/10.1080/03057240.2016.1204271>
- Mayrhofer, M., & Matthes, J. (2018). Drinking at Work: The Portrayal of Alcohol in Workplace-Related TV Dramas. *Mass Communication and Society*, 21(1), 94-114, DOI: 10.1080/15205436.2017.1362441
- Moguillansky, M. (2018). Cine, Identidades y Comunidades. Reflexiones metodológicas a partir de una investigación sobre cine e imaginarios sociales en el Mercosur. *De Prácticas y discursos. Universidad Nacional del Nordeste Centro de Estudios Sociales*, 7(9), 231-251. <http://dx.doi.org/10.30972/dpd.792809>
- Montánchez, A. (2015-2018). *Merlí* [serie de televisión]. Nova Veranda.
- Montánchez, A. (2019-2021). *Merlí Sapere Aude* [serie de televisión]. Movistar+, HBO Max.
- NASUWT (2022). *The big question 2019. An opinion survey of teachers and headteachers*. <https://www.nasuw.org.uk/static/1ac040a7-96a5-481a-a052ddd850abc476/Teacher-Wellbeing-Survey-Report-2022.pdf>
- Oliveira Filho, A.; Netto-Oliveira, E. R., & Oliveira, A. A. (2012). Qualidade de vida e fatores de risco de professores universitários. *Revista da Educação Física UEM*, 23(1), 57-67. doi:10.4025/reveducfis.v23i1.10468
- Organización de los Estados Americanos (OEA). (2015). *El problema de las drogas en las Américas*. Capítulo 2: Drogas y salud pública. http://www.cicad.oas.org/drogas/elinforme/informeDrogas2013/drugsPublicHealth_ESP.pdf
- Organización Mundial de la Salud (OMS). (2010). *Estrategia mundial para reducir el uso nocivo de alcohol*. [https://pnsd.sanidad.gob.es/profesionales/publicaciones/catalogo/bibliotecaDigital/publicaciones/pdf/Organizacion_Mundial_de_la_Salud_-OMS_\(2010\)_Estrategia_mundial_para_reducir_el_uso_nocivo_del_alcohol.pdf](https://pnsd.sanidad.gob.es/profesionales/publicaciones/catalogo/bibliotecaDigital/publicaciones/pdf/Organizacion_Mundial_de_la_Salud_-OMS_(2010)_Estrategia_mundial_para_reducir_el_uso_nocivo_del_alcohol.pdf)
- Organización Mundial de la Salud (OMS). (2022, 9 de mayo). *Alcohol*. <https://www.who.int/es/news-room/fact-sheets/detail/alcohol>
- Organización Mundial de la Salud (OMS). (2021). *Plan de Acción Mundial sobre el Alcohol 2022-2030 con el fin de fortalecer la aplicación de la Estrategia Mundial para Reducir el Uso Nocivo del Alcohol*. https://cdn.who.int/media/docs/defaultortit-source/alcohol/alcohol-action-plan/first-draft/global-alcohol-action_plan_first_draft_es.pdf?sfvrsn=59817c21_5



- Organización Panamericana de la Salud (OPS). (2021). *Informe sobre la situación del alcohol y la salud en la región de las Américas*. <https://iris.paho.org/handle/10665.2/53579>
- Ortiz Tomé, C., Rueda, M., & Reyes Revuelta, J.F. (2019). Plan de cuidados de un trabajador que abusa del alcohol. A propósito de un caso. *Revista Enfermería del Trabajo*, 9(2), 116-120. <https://dialnet.unirioja.es/servlet/articulo?codigo=7108164>
- Peet, A., & Wyman, A.J. (2021). *The Chair* [TV series]. Netflix Studios.
- Pintos, J.L. (1995), *Los imaginarios sociales. La nueva construcción de la realidad social*. Anagrama.
- Quiroga, E.; García, I.; Benítez-Andrades, J. A.; Benavides, C.; Martín, V., & Marqués-Sánchez, P. (2017). A Qualitative Study of Secondary School Teachers' Perception of Social Network Analysis Metrics in the Context of Alcohol Consumption among Adolescents. *International journal of environmental research and public health*, 14(12), 1531. <https://doi.org/10.3390/ijerph14121531>
- Riffo Pavón, I. (2016). Una reflexión para la comprensión de los imaginarios sociales. *Comuni@cción*, 7(1), 63-76. http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S2219-71682016000100006&lng=es&tlng=es
- Rigamonte, P. P.; Carvalho, P. F.; Muniz, P. T., & Souza, O. F. (2016). Comportamento de risco dos servidores universitários. *Journal of Amazon Health Sciences*, 2(2), 1-15. <https://periodicos.ufac.br/index.php/ahs/article/view/475>
- Sell-Trujillo, L.; Martínez-Pecino, R., & Loscertales Abril, F. (2014). El cine como herramienta educativa para abordar la violencia en las aulas. *Píxel-Bit. Revista de Medios y Educación*, 45, 111-124. <http://hdl.handle.net/11441/45807>
- Sixto Costoya, A.; Villanueva Blasco, V.J., & Vidal-Infer, A. (2018). Características y perspectivas del profesorado en la prevención de las adicciones en el ámbito escolar en la ciudad de Valencia. *Revista Española de Drogodependencias*, 43(1), 48-61.
- Son, D.; McCarthy, T.; Gorman Wettels, J.; Golin, S.; Sugar, M.; Gomez, S.; Teefey, M., & Laiblin, K. (2017-2020). *Thirteen Reasons Why* [serie de televisión]. July Moon Productions, Kicked to the Curb Productions, Anonymous Content, Paramount Television.
- Taylor, S., & Bogdan, R. (2013). *Introducción a los métodos cualitativos de investigación*. Paidós.
- Tirado Otálvaro, A.F.; Velásquez-Tirado, J.D.; Vargas García, A.R., & Toro Ocampo, J.H. (2013). Consumo y dependencia a nicotina, alcohol y otras drogas, en docentes de una universidad de Medellín, Colombia. *Investigaciones Andina*, 15(27), 847-858. <https://www.redalyc.org/articulo.oa?id=239028092010>
- Torpe, C.; Bjerregaard, B., & Reinicke, K. (2012-2020). *Rita* [TV series]. SF Film Production.
- Touzé, G. (2006). *Saberes y prácticas sobre drogas. El caso de las pasta base de cocaína*. Intercambios Asociación Civil, Federación Internacional de Universidades Católicas.



- Verástegui Martínez, M. (2019). La feminización de la enseñanza en España: ¿un objeto de estudio obsoleto?. Índice, Revista de Estadística y Sociedad, 73, 28-31. <https://dialnet.unirioja.es/servlet/articulo?codigo=6898241>
- Watts, D., & Short, A. (1990). Teacher drug use: a response to occupational stress. *Drug Education*, 20(1), 47-65.
- Weber, R. P. (1990). *Basic Content Analysis*. Sage.