



Joint Education and Training Library



Education Bulletin – March 2026

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Allied Health Education

Are speech therapists prepared for patients' mental-health problems?

Source: The Clinical Teacher

In a nutshell: Unless they're saintlier than I am (not a big ask by any means) people with speech impediments must often find themselves in a murderous rage as they struggle to take part in conversations or, worse, have other people finish their sentences for them. In this study a team of researchers, led by Nicole McSpadden from the University of Queensland in Australia, examined how well-prepared trainee speech pathologists were for dealing with clients with mental-health problems. 46 final-year students and 32 first-year students took part in the study. Overall, the researchers concluded that the students were "well-prepared," for their role in supporting people with mental-health needs by the time they reached their final year. The final year students were more knowledgeable than the first years and "the main source of this knowledge appears to be personal experience of treatment."

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70372>

General Healthcare Education

Co-creating patient education

Source: The Clinical Teacher

In a nutshell: I often wonder how people without a full-time job and small children occupy their time. Watching sport in the pub would be one of my first resorts but for those with a reduced tolerance for viewing non-League football highlights or log-splitting tournaments from Croatia on a Thursday morning volunteering can provide a useful outlet. One kind of volunteering is helping to make educational videos for healthcare professionals, giving the patients' perspectives on things. In this study a team of researchers, led by Betsabeh Parsa from the University of British Columbia in Canada, "cocreated educational podcasts with patient partners and students using a Participatory Action Research design. Twenty-eight patients participated between September 2022 and March 2024 through focus groups, feedback sessions and a launch event. Thematic analysis of focus group data informed the development of a five-part podcast series, *The Listen*." The podcast was broadcast to focus groups who commended it "for authenticity, tone and accessibility," and recommended adding more diverse voices and addressing mental health. However, "feedback from a launch event, an online survey, interviews with project team members, and a student focus group indicated strong satisfaction with the perceived effectiveness of both the co-design process and podcast content."

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70398>

Interprofessional Education

Values, attitudes, and interprofessional education

Source: Nurse Education Today

In a nutshell: You wouldn't necessarily expect Jeremy Clarkson to be a keen student of vegan cooking or gender studies or Greta Thunberg to swot up on the history of Formula One or foxhunting. All of which shows that attitude can be an important factor in learning – a subject investigated in this study, led by Margalit Pade from Tel Aviv University. The researchers studied 79 “novice healthcare professionals,” who had taken part in interprofessional education over the last four years, interviewing 18 of them in more depth. They found “significant positive correlations ... between participants' values and attitudes toward interprofessional collaboration and their reported ability to implement it. Professional attitudes toward interprofessional collaboration were positively associated with one's professional satisfaction.” Two themes emerged from the in-depth interviews: *Then* – *in the course* to do with interprofessional education and *Now, in practice* to do with interprofessional collaboration.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2026.107044>

Helping people with learning disabilities in A&E

Source: The Clinical Teacher

In a nutshell: Feeling overwhelmed and distressed, not knowing what is going on, and driven to distraction by noise, chaos, and flashing lights is not something that only affects newly-qualified F1 doctors in A&E. People with learning disabilities can also be affected too. In this study a team of researchers – led by Karl Pobre from the Children's Hospital at Westmead in Sydney – worked with the caregivers of people with intellectual disabilities to develop a training programme called *Motivated for Change*. The programme “integrated pre-learning modules, interactive lectures, and novel immersive simulations,” with the simulations being co-designed with parents, clinicians, and educators. Those taking part in the training “engaged in simulation exercises to practise communication strategies and implement reasonable adjustments in a structured, supportive learning environment.” 82 healthcare professionals working in emergency departments took part in 11 simulation sessions. The simulation was deemed to be effective in consolidating skills in communication and engagement (100%); identifying behaviours of concern (99%); preventing escalation (99%) and de-escalation strategies (96%). 97% of participants felt more confident applying reasonable adjustments in clinical practice. Key learning from the programme included: “parent partnership, effective communication, early recognition and intervention and environmental modifications.”

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70376>

Medical Education

Peer-to-peer education at Imperial

Source: BMC Medical Education

In a nutshell: Even in my younger days I fear that my reserves of keenness – more reminiscent of a puddle on a train station platform than Lake Windermere – would have been exhausted by the time I got to medical school rendering me unequal to joining in with anything once I'd got there. Others are made of sterner stuff though and in this study a team of researchers – led by Cardoso Pinto from Imperial College School of Medicine – studied students who took part in the Medical Education Society (MedED) at Imperial College School of Medicine. The study's participants had taken part in the society either by going to teaching sessions or by giving them, or both. 66 students took part in the study, with 13 of them being interviewed in more depth. Early-year students had a higher attendance rate than students from later years and both groups preferred online rather than in-person lectures. Benefits of attending sessions were: improving knowledge; motivation; and a sense of community. Among the student-teachers the main motivations for teaching included helping other people and developing transferrable skills.

You can read the abstract of this article at

<https://doi.org/10.1186/s12909-026-08642-9>

Mindfulness and simulation

Source: The Clinical Teacher

In a nutshell: When it comes to mindfulness I must confess I'm rather more at the [Billy Liar/Walter Mitty](#) end of the spectrum than, for example, Erling Haaland preparing for a penalty kick or Rory McIlroy tackling a putt on the 18th hole. Like drinking water and stretching people seem to swear by it though and in this study a team of researchers, led by Rebekah Cole from the Uniformed Services University in Maryland, investigated how medical students used it during simulations. 96 students answered a survey about it and three key themes emerged from their answers:

1. Increased leadership capabilities
2. Enhanced physical and emotional resilience
3. Improved team cohesion

The students reported using mindfulness “to manage stress, sustain focus and support both personal and team performance during the exercise.”

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70386>

Can Cluedo help you with your clinical reasoning?

Source: The Clinical Teacher

In a nutshell: If anyone ever sets up an office where people can go to reclaim lost time one of the principal causes might well be games of [Cluedo](#) where all the cards have been dealt to the players and none placed in the envelope supposed to outline the killer's location and *modus operandi*. That and Twitter. In this study a team of researchers, led by Richard D. Horniblow from Birmingham University, studied the use of a Cluedo-based game to teach medical students clinical reasoning. "Adapting the Cluedo format *Clinical Clu-Dr* presents learners with a patient, potential diagnoses and 14-16 mixed-format clues (e.g. lab results, imaging and lifestyle data). In small groups, students analyse and share clues, construct differential diagnoses and confirm a final diagnosis. The design draws on scaffolded learning, cognitive integration and gamification." 128 students took part in the study. "Students reported higher perceived engagement and confidence. Facilitators noted initial challenges adapting to a student-led format but reported strong, inclusive engagement."

You can read the abstract of this article at
<https://doi.org/10.1111/tct.70388>

[Neuroticism, self-efficacy, and test anxiety](#)

Source: BMC Psychology

In a nutshell: If you're convinced that a headache and an inability to concentrate are the first knockings of dementia rather than a cold coming on, that two sunny days in August are a harbinger of climate-change apocalypse and that a wrong turn in central Manchester will inevitably lead to you being strung up in a cellar while a gang of youths max out your debit card on vapes and cheesy Wotsits you're probably neurotic. Welcome to the club. Just remember that the first rule of neurosis club is that nobody is calm about neurosis club. In this study a team of researchers – led by Lv [sic] Lin from Jinzhou Medical University in China – studied 420 medical students. They found that a neurotic personality was correlated with lower academic self-efficacy and positively correlated with a fear of short-term negative evaluation and test anxiety. A neurotic personality led to lower academic self-efficacy and more fear of negative evaluation which, in turn, led to greater test anxiety.

You can read the abstract of this article at
<https://doi.org/10.1186/s40359-025-03790-x>

[Making formative feedback fit for purpose](#)

Source: The Clinical Teacher

In a nutshell: Formative feedback is designed to help you do better in the future and learn from your mistakes rather than become an embittered loner, walking the streets at night with a baseball bat and thirsting for revenge. Hope springs eternal. In this study Ajleeta Nestani, from the University of Michigan, described an initiative to improve formative feedback in medical students' placements. An analysis of the existing system found three key deficiencies: faculty education regarding formative feedback; time for completion; and proximity of receiving forms to the encounter. In

response to this the researchers introduced QR codes which the students could use to access forms; shorter forms with revised wording; and increased small-group faculty education. The completion rate for formative feedback forms rose to 73.4% and remained unchanged over the course of a year. The interventions also “significantly increased the frequency of high-quality feedback... with improvement in all rotations.”

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70400>

Pastoral care and clinical teaching fellows

Source: The Clinical Teacher

In a nutshell: Clinical teaching fellows (CTFs) are often not much older than the medical students they are teaching. Those for whom the milkman of human kindness has left the full four pints rather than the sour bottle of semi-skimmed pecked through by blue tits and pissed on by next door’s cat I seem to have ended up with can often end up providing an element of pastoral care too and in this study a team of researchers – led by Niamh T. McSwiney from Bristol University – investigated this aspect of their role. The researchers held focus groups with a number of clinical teaching fellows and four themes emerged from them:

- 1) Holistic pastoral care
- 2) Organizational influences: a mismatch of expectations
- 3) Challenges of the role
- 4) Support for clinical teaching fellows

“The term pastoral care remains ill-defined, but there was universal agreement amongst CTFs that it required a holistic approach to all student-related issues. The near-peer educational relationship between CTFs and medical students appears to be a fulfilling aspect of the role.”

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70397>

Teaching neurointervention to resident doctors

Source: The Clinical Teacher

In a nutshell: Notwithstanding NHS staffing shortages most hospitals don’t let any old passing stranger muck about with people’s brains although it’s probably only a matter of time before desperate patients end up forming a challenge for the contestants on *The Traitors* in exchange for a night at the castle and a buffet breakfast. Given the length of the waiting lists many might be tempted. In this study a team of researchers – led by Julian M. Yabut from the University of Toronto – reviewed the evidence on “trainee and faculty perspectives on neurointerventional learning opportunities during residency training.” The reviewers found 30 studies which met their quality criteria. Three themes emerged from them: i) existing gaps in

interventional neuroradiology exposure ii) calls for earlier curricular integration and iii) the emergence of curricular initiatives to increase interventional neuroradiology exposure to address these gaps.

You can read the abstract of this article at

<https://doi.org/10.1111/tct.70374>

Nurse Education

Nurse Educators and AI

Source: Nurse Education Today

In a nutshell: In *The Restaurant at the End of the Universe* the [Ameglian Major Cow](#) has been specifically bred to want to be eaten and actually suggests which of its body parts might be tastier for patrons. I can't help thinking this is a useful analogy for white-collar workers rushing to embrace AI; like the protagonists in [Chicken Run](#) suggesting a jolly day out to the abattoir. In this study Mohammed Bien M. Kulintang, from Shaqra University in Saudi Arabia, led a team of researchers who interviewed 13 nurse educators with direct experience in AI-related teaching. Six themes emerged from the interviews which were:

- Navigating AI adoption and readiness
- Transforming pedagogy through AI
- Reimagining nurse educators' identity
- Adaptive practices and institutional support
- Ethical stewardship and nursing values
- Human-technology partnership for the future

The educators saw AI as a “transformative yet ethically sensitive tool that enhances teaching efficiency, supports personalized learning, strengthens student engagement, and reshapes their professional roles. However, they emphasized the need for institutional readiness, faculty development, and clear guidelines to ensure the responsible and value-aligned use of AI.”

Nursing students and distance learning

Source: Nurse Education Today

In a nutshell: Some subjects lend themselves to distance learning more easily than others. History would be fine, as long as you can get the books, but veterinary science (“I’d show you my homework, but the cow got stuck in the lift”) might present a few problems. In this study a team of researchers, led by Petra Nissinen from the University of Eastern Finland, reviewed the evidence on “nursing students’ learning experiences, outcomes, and methods in distance education.” The researchers found 43 studies which met their quality criteria from which they identified five main themes:

- The accessibility of digital learning platforms
- The quality and structure of learning materials
- The acquisition of practical and clinical skills
- Social interaction and peer support
- Motivation, self-regulation, and emotional wellbeing

“The most common learning methods included synchronous, asynchronous, and blended approaches, with blended learning showing particularly positive results.” The researchers concluded that “distance education can support nursing students' learning when it is well-structured and combines pedagogical planning with interactive and practical elements. Not all competencies, particularly clinical skills, can be taught remotely. The learning experience is shaped by individual abilities, guidance, and technical conditions, and distance education may not suit all students equally well. Effective methods, especially blended learning, support engagement and learning when aligned with student needs and pedagogical goals.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107051>

Generative AI and case studies

Source: Nurse Education Today

In a nutshell: “Who, whom?” was a rhetorical question posed by Lenin in 1921 asking whether it was the Bolsheviks or the capitalists who would feel the jackboot of history smashing into their faces. Applied to the AI revolution it probably boils down to whether we manage to switch *it* off before it pulls the plug on *us*. Still we go cruising on though – like Rat, Mole and Badger on a rowing boat on the Niagara – busily conjuring up pictures of David Lammy in PVC hotpants and blissfully unaware of the cataract ahead of us. In this study a team of researchers, led by Huili Xu from Guangzhou University of Chinese Medicine, interviewed 19 nursing graduates about their use of AI. Three categories emerged from the interviews which were:

1. AI-driven factors
 - a. Insufficient academic writing skills
 - b. Lack of supervisor’s guidance
 - c. A climate of widespread recommendations
2. Dual-edged performance
 - a. Boost writing efficiency
 - b. Accuracy concerns
3. Hidden costs of AI
 - a. Outsourcing of cognition
 - b. Ethical compliance challenges
 - c. Self-deception

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107053>

Light triads, dark triads, and sympathy

Source: Nursing Open

In a nutshell: “[And the light shineth in darkness; and the darkness comprehended it not.](#)” Christians hold that the light will eventually overcome the darkness although a quick skim through the morning papers might convince us that this particular triumph could well require the reintroduction of Christ as an extra-time substitute and a penalty shoot-out to become realised. We live in hope. In this study Yanan Zheng, from Gannan Medical University in China, led a team of researchers investigating the Dark and Light Triads in a sample of 414 nursing students and assessing how they influenced the students’ sympathy for their patients. The Dark Triad is made up of psychopathy, Machiavellianism, and narcissism. The researchers found that psychopathy and Machiavellianism were linked to reduced sympathy for patients whereas narcissism was actually linked to increased sympathy for them with the students feeling themselves to be special people for being sympathetic. All elements of the Light Triad – humanitarianism, faith in humanity, and seeing people as ends not means – were associated with greater levels of sympathy.

You can read the abstract of this article at

<https://doi.org/10.1002/nop2.70455>

Podcasts, plays, and personability

Source: Nurse Education in Practice

In a nutshell: My brief flirtation with podcasts ended when I realised that whereas the amiable tones of Roy Plomley hosting *Desert Island Discs* tended to attract people into the kitchen to discuss personal finance, whose turn it was to have the remote control, or when dinner would be ready the Wedding Present turned up to 11 guaranteed me a restorative dose of solitude. Who knows what effect a nursing podcast might have – best, perhaps, not to have the sound of an enema taking place in the background while you fry your liver and onions – but in this study Hsiao-Ying Wu from Chang Gung University of Science and Technology and Yu-Huan Chao from HungKuang [sic] University (both in Taiwan) studied how “podcast-based scenario dialogues and shadow play,” could enhance nursing students’ communication skills. “Grounded in the cognitive theory of multimedia learning and situated learning theory, the intervention included podcast listening, shadow play and post-performance reflection,” and the researchers found that those who participated in it showed large improvements in vocabulary comprehension, conversational ability, and “clinical communication confidence.” The students taking the new programme showed a greater improvement in vocabulary comprehension and conversational ability than a control group. “Learning mechanisms,” included “repeated auditory exposure, reduced speaking anxiety and culturally embedded practice.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2026.104780>

Keeping nurses safe from cancer drugs

Source: BMC Nursing

In a nutshell: In *Demon Dentist* the eponymous anti-hero hands out free toothpaste to children. Only the hero Alfie has suspicions about it and finds it can burn through concrete and kills all the fish in the canal. Anti-cancer drugs can be almost as hazardous and in this study Nurdan Filis Özbay from Muratlı District Health Directorate and Meltem Çiçeklioğlu from Ege University (both in Turkey) “evaluated the effectiveness of an educational intervention on factors influencing the use of personal protective equipment among nurses who administer antineoplastic drugs, guided by the “Factors Predicting Use of Hazardous Drug Safe Handling Precautions” model.” 67 nurses took part in the study which found that the training programme led to significant improvements in knowledge of hazardous drug risks, self-efficacy, perceived risk, interpersonal modelling, and frequency of PPE use. “Reports of the presence of written procedures and spill kits in units increased significantly. Moreover, the proportion of nurses associating health problems with occupational exposure nearly doubled after the intervention.”

You can read the whole of this article at

<https://link.springer.com/article/10.1186/s12912-026-04307-6>

Why it's not the end of the peer show

Source: Nurse Education in Practice

In a nutshell: “Is there a doctor on the plane?” “I’m a doctor of mathematics.” “Well, we’ve got one person at the front of the plane having a heart attack, and another at the back with low blood sugar.” “Well, that makes two,” is the kind of exchange you could well be excused for thinking might happen during peer-learning sessions for nursing students. The visually-impaired leading the blind, so to speak. There’s more to it than that though – or at least I hope there is – and in this study a team of researchers (led by Sara Palander from the University of Oulu in Finland) reviewed the evidence on “the effectiveness of peer-learning interventions in nursing students’ clinical practice.” They found 12 studies which met their quality criteria made up of five randomized controlled trials and seven “quasi-experimental studies.” “Methodological quality varied. Interventions were implemented across diverse clinical settings and lasted 3–12 weeks. Overall, peer learning was more effective than traditional approaches in supporting nursing students’ professional development and psychological aspects of learning, particularly self-efficacy, although effect sizes for self-efficacy were small.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2026.104781>

Supervision, students, and safety

Source: Nurse Education in Practice

In a nutshell: Unless you're watching *The Exorcist* projectile vomiting is not usually a good way to finish your weekend. Hence I kept a close eye on my son to forestall any spoon-licking as we mixed up a sauce and marinated some raw chicken for dinner on Sunday. Nursing students might be expected to refrain from licking things, but their mistakes can have serious consequences, some of which supervision can prevent. In this study a team of researchers – led by Daniela Bartoníčková from Palacký University in the Czech Republic – reviewed the evidence on the “effectiveness of supervision on patient safety during nursing students’ clinical practice.” Three themes emerged from the 34 studies which met the researchers’ quality criteria: *Scope and models of safety supervision*; *Supervision as a determinant of patient safety* and *Factors influencing safety supervision*. Structured and supportive supervision models demonstrated moderate to strong associations with patient safety. “Key supervisory attributes included competence, authority, continuity and professional coherence in cooperation settings. The emotional aspects experienced by students during supervision are pivotal for their confidence in speaking up and acting safely. Supervisor- and student-related factors, as well as workplace determinants, further shaped the effectiveness of supervision.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2026.104783>

Can virtual reality help you look after old people’ teeth?

Source: Nurse Education Today

In a nutshell: In the *seven ages of man* – as enumerated by Jaques in *As You Like It* – the final stage is “second childishness and mere oblivion; Sans teeth, sans eyes, sans taste, sans everything.” If nothing else dental challenges as we get older can force a change from rump steak to a mushy bowl of Weetabix washed down with a few beta-blockers. In this study Yi-Ching Lin, from Shu-Zen Junior College of Medicine and Management in Taiwan, led a team of researchers investigating the effectiveness of virtual and augmented reality for teaching nursing assistants how to look after older people’s teeth. 173 nursing assistants took part in the study. 83 were taught using virtual and augmented reality and the rest had standard teaching. There were no differences between the groups when it came to “attitude toward oral care, self-efficacy of oral care, behavioural intention of oral care, and oral care practices” and the conventionally-taught group had retained more information six months later.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2026.107047>

Digital literacy and research ability

Source: Nurse Education Today

In a nutshell: One of the ways hipsters keep everybody else in their place is by arbitrarily changing the goalposts every so often so that previously acceptable ways of referring to different social groups, seasoning your chips, or decorating your house suddenly become *infra dig* and the cognoscenti can tell you off for getting it wrong. The trick is, of course, while treating everyone decently, to treat the cognoscenti with the contempt they so richly deserve. One can't help feeling the same dynamic is at play in the digital arena. Here we've all been jogging happily along with Word, Excel, PowerPoint and Chrome, keeping Western civilization ticking over more or less happily, when suddenly we've all got to get to grips with Power Automate, Copilot and virtual reality. It's no wonder everyone is so grumpy. In this study a team of researchers – led by Yufang Li from Anqing Municipal Hospital in China – studied how levels of digital literacy affected nursing postgraduates' scientific research ability. The researchers found that “digital literacy was significantly and positively associated with perceived ... research competence ... both directly and indirectly via ... deep learning and research self-efficacy.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2026.107059>

Psychological distress and burnout

Source: Nurse Education Today

In a nutshell: “More will mean worse,” argued [Kingsley Amis](#) apropos the expansion of higher education. With student loans granted on terms that would make the average council-estate loan shark blush, Zoom seminars, and soaring graduate unemployment it's hard not to agree that he had a point. In this study Shaherah Yousef Andargeery from Princess Nourah bint Abdulrahman University in Saudi Arabia and Murad H. Taani from the University of Wisconsin Milwaukee investigated the links between quality of learning experience and academic burnout in nursing students. 286 students took part in the study which found that psychological distress was positively associated with academic burnout. The higher the quality of the students' learning experience the lower their psychological distress and the lower their burnout. A low-quality learning experience led to more psychological distress which, in turn, led to more burnout.

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2026.107060>

Will Home Visit Navigator trump Monopoly?

Source: Nurse Education in Practice

In a nutshell: “You tread on Mabel's false teeth, go back three spaces,” and “You find a £20 note on the floor and notice it's Happy Hour at the Rose and Crown move forward six,” are probably not the kind of thing to be found in Home Care Navigator a “serious game,” designed to teach nursing students about, well, navigating home care. In this study Xiaohua Chen, from Fujian Medical University in China, led a

team of researchers studying its effectiveness. 134 nursing students were divided into two groups. One group used the game for learning, whilst the other one read up about it. The group which used the game demonstrated significantly higher scores in post-class knowledge tests, end-of-term exams and “knowledge-point access frequency,” than the other group. They also had higher scores for intrinsic motivation.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2026.104785>

Green anxiety and student sustainability

Source: Nurse Education Today

In a nutshell: If recent weather is anything to go by the main threat posed by climate change – at least in the UK – is mildew. At least the rain washes the litter off the streets and into the ocean allowing dolphins to have friendly games of pass-the-parcel with crisp packets and plastic bags. In this study Daniel Joseph E. Berdida, from Marian School of Nursing in the Philippines, led a team of researchers studying eco-anxiety and sustainability attitudes and awareness in a sample of 580 nursing students. They found that risk perceptions of climate change as a human health threat were positively associated with eco-anxiety and sustainability attitudes and awareness. Eco-anxiety directly correlated with sustainability attitudes and awareness. Eco-anxiety led to a greater perception of climate change as a threat to human health which, in turn, led to increased sustainability attitudes and awareness.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107061>

Moral sensitivity, prosocial behaviour and career adaptability

Source: Nurse Education Today

In a nutshell: Levels of my moral sensitivity can be gauged by the fact that my main “takeaway,” from watching the first series of *The Night Manager* was that you can have a lovely life if you manage to get into arms dealing. Sadly, the university careers office omitted to mention this as a possibility in 1992 so here I am in a box room in a three-bed semi in Crewe. Maybe it was for the best. In this study a team of researchers – led by Shimeng Dai from Wenzhou Medical University in China – investigated the links between moral sensitivity, prosocial behaviour and career adaptability in a sample of 605 first-year nursing and midwifery students. The researchers found that both moral sensitivity and prosocial behaviour were significant predictors of career adaptability.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107072>

Measuring the wellbeing of nurse educators

Source: Nurse Education Today

In a nutshell: [Lake Baikal](#) is slightly larger than Belgium and contains around a fifth of the world's unfrozen fresh water. Let us hope similar quantities of gin-and-tonic were made available to the teachers who nobly supervised 28 over-excited Year Four children at my daughter's recent residential. It was the wellbeing of a different type of educator – those charged with teaching nurses – that a team of researchers led by Hanish Bhurtun from the University of Technology in Mauritius investigated in this evidence review. The researchers found 14 studies which met their quality criteria. Factors contributing to occupational stress and burnout included workload pressures, dual responsibilities (teaching and clinical practice), emotional labour, and insufficient institutional support. Effective strategies for enhancing wellbeing included: mindfulness and resilience training; improved workplace engagement; supportive leadership; and a positive work culture.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107071>

Can an “old,” suit make you a better nurse?

Source: Nurse Education in Practice

In a nutshell: Rather like sharpening the pencils or taking out the editor's empties one of the jobs junior reporters on mass-market newspapers – if there is such a thing these days – sometimes get saddled with is to don a fat suit and wander around for a bit seeing how people react to them. “Why have you swathed yourself in lots of latex?” and “Do you need psychiatric help?” being among the many possible reactions from the general public to such a scenario. It's also possible to don an old suit designed to simulate the experience of being a more mature person and in this study a team of researchers – led by Lu Xu from The First Affiliated Hospital of Nanchang Medical College in China – examined the effectiveness of virtual reality combined with aging simulation training on junior nurses' geriatric care competency. 120 junior nurses took part in the study. Half of them received the VR training and wore the simulation suit whilst the other half were taught more conventionally. The researchers found that the group who used virtual reality and wore the suit “showed significant improvements in geriatric nursing competence ... theoretical knowledge ... and practical skills ... Significant enhancements were also found in caring ability... empathy ... and attitudes towards older adults... All between-group comparisons significantly favoured the intervention group.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2026.104786>

Chatbots, flipped classrooms, and handovers

Source: Nurse Education in Practice

In a nutshell: It was only ever a matter of time before our friend the flipped classroom added chatbots into proceedings. With all that flipping you can only hope that the digital equivalents of R2D2 and C3PO didn't sprain an ankle or put their back out. In this study a team of researchers – led by Wen Chang from Chang Gung

Medical Foundation in Taiwan – studied the effectiveness of “artificial intelligence chatbot–assisted flipped learning on patient handover for nursing students.” 112 nursing students took part in the study. 58 used the AI chatbot and the rest were taught conventionally. The group who studied using the chatbot scored significantly higher than the control group for knowledge and practical performance. Four themes emerged from interviews with a smaller sub-set of participants: chatbots as a double-edged sword for learning; enhancing motivation and engagement; bridging theoretical gaps and expanding cognitive boundaries; and connecting classroom knowledge with clinical scenarios.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2026.104787>

The benefits of a holopatient

Source: Nurse Education Today

In a nutshell:

“Dad, I’d like you to meet my imaginary girlfriend.”

“Oh, come on now. You can do better than that.”

“Thanks for the vote of confidence Dad!”

“I wasn’t talking to you, son.”

It’s probably only a matter of time before the first healthcare student gets struck off for shenanigans with a holopatient, but in the meantime a team of researchers – led by Wesam Taher Almagharbeh from the University of Tabuk in Saudi Arabia – investigated undergraduate nursing students’ perceptions of using a holopatient in learning and clinical training. The researchers interviewed 32 students who identified a number of “key benefits.” These included enhanced clinical reasoning (81.3%); increased confidence and readiness (65.6%); and realism and engagement (59.4%). Challenges included technical constraints (56.3%); ergonomic discomfort (37.5%); and limited device availability (28.1%)/ Ethical concerns centred on over-reliance on technology (46.9%); academic integrity (40.6%); and privacy/professionalism (34.4%). Training needs included structured debriefing (75%) and device orientation (62.5%).

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107073>

Girlfriend with a stoma

Source: Nurse Education in Practice

In a nutshell: Unlike the Channel Tunnel the human digestive system doesn’t contain alternative routes, fallback passages and escape routes in case of blockage. On the plus side this means you don’t have to put up with a bunch of Frenchmen stopping for a two hour lunch of baguettes and red wine as they bore their way through your colon. It can mean you might need to be fitted with a [stoma](#) though and in this study a team of researchers – led by Merve Beke from Dr. Abdurrahman Yurtaslan Ankara Oncology Research and Training Hospital in Turkey – examined

the effectiveness of two different ways of teaching nurses about them. One group of nurses used a standardized patient with the other group using a low-fidelity mannequin. Both groups improved their stoma-care skills significantly but the group that used the mannequin scored higher on a “cognitive subscale,” and for “total perceived learning.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2026.104791>

[AI, employability, and career stress](#)

Source: Nurse Education Today

In a nutshell: Many people think that AI will be implemented by benign people with our best interests at heart and lead to a positive transformation in the fortunes of the human race. All of which shows that either the war on drugs has failed completely or that I need more of what everyone else is having. In this article Necip Hanci from İnönü University Faculty of Nursing and Zehra Gok Metin from Hacettepe University Faculty of Nursing studied 521 third- and fourth-year undergraduate nursing students. The study found positive associations between positive attitudes towards AI and perceived future employability, whereas those students with negative attitudes towards AI tended to think they were less employable. Negative attitudes towards AI were also associated with career stress.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107078>

[Are traffic lights the way forward in nurse education?](#)

Source: Nurse Education Today

In a nutshell: You know where you are with traffic lights. Nobody signals at roundabouts, you can end up in the wrong lane and find yourself travelling 20 miles in the wrong direction down the A5, and you’re liable to find a (justifiably) cross man in a 42-ton truck bearing down on you with a homicidal glint in his eye. Far better to let the myrmidons in the traffic-control bunker make your decisions for you. In this study a team of researchers – led by Victoria J. Kain from Griffith University in Australia – evaluated the use of a traffic-light system for nursing students dividing course materials into green (supplementary), amber (important), and red (critical). The researchers trialled the new system in two groups of students. One group studied Care of the Neonate with the other one studying Human Pathophysiology and Pharmacology. In both courses more than 80% of the students gave a positive rating to the new system. 62.7% of the neonatology students strongly agreed that it supported learning compared to 56.6% of the Pathophysiology and Pharmacology students. “Qualitative feedback revealed five themes: clearer study prioritization, improved focus, ease of use, deeper engagement, and greater satisfaction.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107079>

Are videos better than case studies for teaching end-of-life care?

Source: Nurse Education Today

In a nutshell: With the “Assisted Dying,” Bill in some jeopardy end-of-life care might still remain important for a while yet. Even if it passes people will probably still need a bit of looking after as they listen to the hold music for Death Direct or (for private patients) The Prim Reaper Inc. In this study Jennifer A. Fearon-Lynch and Sharon Galloway from Rhode Island College in the US compared the effectiveness of video simulation and a written unfolding case study at teaching nursing students about end-of-life care. 130 students took part in the study. 78 of them had “flipped classroom end-of-life care instruction including a written unfolding case study,” whilst the rest had the same teaching but with the addition of a video simulation of the unfolding case study. The researchers found that both methods led to a significant increase in end-of-life care knowledge, communication attitude, and clinical judgement. The scores for the nurses in the video group were higher but this was not statistically significant.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2026.107084>

Teaching nurses trauma-informed care

Source: Nurse Education in Practice

In a nutshell: You don't have to be in one of the world's troublespots to be in need of trauma-informed care; even people in the relatively sheltered environs of [N17](#) might require some now and then. In this study Eman Alhalal, from King Saud University in Saudia Arabia, studied the effect of “an online workshop based on the Substance Abuse and Mental Health Services Administration 4 Rs framework and six principles of trauma-informed care, followed by 12 weeks of reinforcing educational materials,” at teaching nurses about trauma-informed care. 291 nurses took part in the study which found that, compared to a control group, the course led to greater improvements in knowledge of, attitudes to, practice of, and enablers of trauma informed care and a reduction in the perceived barriers to it.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2026.104793>

How do students cope with end-of-life care in the NICU?

Source: Nurse Education Today

In a nutshell: In this study a team of researchers – led by Joeri Vermeulen from Erasmus Brussels University of Applied Sciences and Arts in Belgium – interviewed 23 nursing and midwifery students about their experiences of end-of-life care in a neonatal intensive care unit. “Key themes identified included emotional challenges, feeling unprepared for end-of-life care realities, and the need for both emotional and professional support. Students reported difficulties in managing grief, forming bonds

with families, and addressing ethical dilemmas in decision-making. A gap in education was evident, with students highlighting the need for more hands-on experience, particularly in communication competences and culturally sensitive care.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2026.107083>