Education Bulletin

January 2026

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Compiled by John Gale, JET Library (Mid Cheshire NHS Foundation Trust)

Contents

General Healthcare Education

Five go to a focus group
Source: Nurse Education Today

In a nutshell: In this study Erin Marchio, from Thompson Rivers University in Canada, led a team of researchers who got five health professionals – a nurse, a physiotherapist, a respiratory therapist, a medical imager, and a dietician – together to discuss "multidisciplinary student preceptorship models." "All participants shared the importance of maintaining 1:1 ratios between preceptors and student preceptees during preceptorship placements. However, the duration of these preceptorship placements varied across disciplines. Staffing shortages across healthcare disciplines posed significant challenges to sustaining 1:1 ratios and hindered a preceptors' ability to attend preceptorship educational workshops."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106960

Dealing with agitated patients – it's a kind of MAGIC
Source: Medical Education Online

In a nutshell: In this study Gabrielle Wann Nii Tay, from the University of Singapore, led a team of researchers studying the effectiveness of a virtual reality programme in teaching healthcare students how to deal with agitation. The researchers developed a programme called MAGIC – managing aggression using immersive content. " This three-hour blended learning workshop, a mandatory component of the psychiatry curriculum for medical and nursing students, integrates didactic teaching, role-play, and the Virtual Reality in Agitation Management (VRAM) activity." 152 medical and nursing students took part in the study which found that the MAGIC programme led to "significant improvements in mental health literacy, self-perceived proficiency, and confidence in managing agitated patients; there was also a marked reduction in stigma towards individuals with mental health conditions. In addition, participants responded positively to all aspects of the VRAM software, underscoring its usability and educational value."

You can read the abstract of this article at

https://doi.org/10.1080/10872981.2025.2542809

Generative AI and health education
Source: Nurse Education in Practice

In a nutshell: In this study Hayden Astbury from the University of Melbourne, led a team of researchers reviewing the evidence on "generative AI for teaching and assessment in health professions education." The researchers found 26 articles which met their quality criteria and found that "the primary applications of GenAI were in learning resource development and assessment, with reported benefits such as time savings, personalised learning and reduced resource use. Challenges included accuracy concerns, inconsistent outputs, technical limitations, algorithmic bias and risks to academic integrity."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104697

Interprofessional Education

Nurses and engineers – the new interprofessional education?
Source: Nurse Education Today

In a nutshell: In this study Can Liu, from Huazhong University of Science and Technology in China, led a team of researchers reviewing the evidence on interdisciplinary education for nurses and engineers. The researchers found 29 articles which met their quality criteria and concluded that "the results indicate a growing global interest in nursing engineering education, which holds promise for enhancing students' knowledge, skills, and competencies. Moreover, the findings suggest the importance of interdisciplinary collaboration and learning when conducting nursing engineering education but also reveal two critical limitations in the current delivery of education. First, the interdisciplinary education model for nursing and engineering is currently in the early stages of exploration and development, and secondly, there is an imbalance in the level of disciplinary crossover."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106963

Interprofessional education for paediatric safety
Source: The Clinical Teacher

In a nutshell: In this study a team of researchers – led by David D'Arienzo from Montreal Children's Hospital – investigated the effectiveness of "an interprofessional simulation programme for paediatric patient safety." The four most-frequent and serious errors were identified and incorporated into the simulation. 86% of participants "responded positively regarding the programme's potential impact to enhance patient safety," and there was an increase in incident reporting the year after the programme was introduced.

You can read the abstract of this article at

https://doi.org/10.1111/tct.70301

Medical Education

If you liked Brownies, you'll love medical school
Source: The Clinical Teacher

In a nutshell: In this study Nazlee Sharmin and Ava K. Chow, from the University of Alberta, investigated the effectiveness of a game-based strategy "embedded into an entire dental hygiene (DH) course using a gated pathway and rewards. In a real game, a gated pathway requires players to complete specific tasks before unlocking the next level. In the learning management system (LMS), the same game-based concept was applied by restricting students' access to weekly content until they completed reviewing lecture materials and passed a quiz. Successful completion of the quiz unlocked the next week's materials. Quiz games designed in Gimkit were integrated as rewards for students." 88% of the survey respondents agreed that the gated pathway

helped them to complete their tasks on time, and 87% felt that the intervention had been "helpful for their studies."

You can read the abstract of this article at

https://doi.org/10.1111/tct.70334

Moving on up in intensive care
Source: The Clinical Teacher

In a nutshell: Whether senior registrars feel ready to make tricky decisions was the subject of this study by a team of researchers, led by Amod Karnik, from Mater Health in Brisbane. They interviewed seven registrars who had all completed at least one year as a senior registrar. Three themes emerged from the interviews with the doctors: *Apprehension; Weight of Responsibility* and *Decision-Making*. The researchers concluded that "these themes illustrate that the experience of moving from junior to senior ICU registrar is complex, requires a shift in decision-making focus and is characterised by uncertainty."

You can read the whole of this article at

https://doi.org/10.1111/tct.70327

What makes ECHO work in rural areas?
Source: Medical Education Online

In a nutshell: Project ECHO (Extension for Community Healthcare Outcomes) is a "telementoring model of continuing education and care management that uses video-conferencing technology to train, advise, and support clinicians to improve access to specialty treatment in rural and underserved areas. In this study M. Kathryn Allison, from the University of Arkansas for Medical Sciences, led a team of researchers investigating the facilitators and barriers to implementing the project ECHO model. The researchers held virtual focus groups with eight project ECHO implementation teams totalling 29 people. Participants recognized the advantage of ECHO's virtual, learner-centric [sic], cased-based-learning approach. They recommended recruiting subject-matter-expert presenters with skills as educators and understanding of the ECHO model. "Because of Project ECHO's emphasis on case-based learning, participants highlighted the importance of balancing didactics with case presentations and discussion. Scheduling and finding time to participate was reported as a challenge for provider engagement, though most participants suggested that the length, frequency of sessions, and number of participants can be tailored for each programme to accommodate needs. Providing CME credit and setting expectations for attendance and case presentation were said to improve provider engagement. Support and mentorship from the ECHO Institute was described as a facilitator in planning for ECHO implementation and delivery. Funding was reported as a barrier to sustainability."

You can read the abstract of this article at

https://doi.org/10.1080/10872981.2025.2473476

Nurse Education

When moulage makes a difference
Source: Nurse Education in Practice

In a nutshell: In this study Yakup Sarpdaği, from Van Yüzüncü Yıl University Faculty of Health Sciences, led a team of researchers investigating the "effect of moulage supported standardised patient simulation on nursing students' self-efficacy and clinical practice attitudes towards pressure injuries." 94 nursing students took part in the study. They were divided into two groups. One group took the training featuring moulage, whilst the other formed a control group. The researchers found that the moulage group "demonstrated significant improvements in clinical practice attitudes, self-efficacy, PIs knowledge, skill performance and wound assessment scores compared with the control group."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104695

What makes students ready for practice?
Source: Nurse Education Today

In a nutshell: In this study a team of researchers, led by Elizabeth M. Nease from the University of South Carolina, investigated how belongingness, self-efficacy, and clinical learning support predicted senior nursing students' "practice readiness." 251 nursing students took part in the study which found that belongingness, learning support, self-efficacy, and practice readiness were all significantly correlated. Belongingness directly influenced self-efficacy and support which, in turn, both directly affected practice readiness.

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106955

Do nurses get a gold medal for silence?
Source: Nurse Education Today

In a nutshell: In this study Güven Soner and Ercan Tunç from Ondokuz Mayis University in Turkey investigated how nursing students use silence in their clinical practice. Four themes emerged from the authors interviews with the students:

- Strategic use of silence in clinical practice
- The power of silence in fostering empathy and understanding needs
- Contribution to personal and professional development
- Limitations in the use of silence and the role of silence in nursing education

The researchers concluded that "silence is not merely the absence of speech but a meaningful and strategic communicative tool nursing students employ to support patient care, develop empathy, and grow

professionally. Integrating silence and nonverbal communication skills into nursing education may enhance holistic and patient-centred care."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106958

AI and nursing students
Source: Nurse Education Today

In a nutshell: In this study Dianne Stratton-Maher, from the University of Southern Queensland and Jennifer Kelly from Royal Melbourne Institute of Technology held a series of focus groups about AI with 48 first-year nursing students following their use of ChatGPT in an assessment task. Analysis of the focus groups identified six themes: " initial confusion, developing skills, evaluating reliability, negotiating academic integrity, recognising future benefits, and valuing support. Students initially experienced uncertainty, particularly around ethical use and institutional messaging. Many developed critical engagement skills, using ChatGPT to improve writing clarity, language proficiency, and idea generation. However, tensions remained between the benefits of AI support and concerns about dependency, misinformation, and digital inequities."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106961

Genome? No, never met him
Source: Nurse Education Today

In a nutshell: In this study Ritambra Dadwal from IOUURC in India, led a team of researchers reviewing the evidence on what nursing students know about genomics. The researchers found 14 studies, with a total of 5,037 participants, which met their quality criteria. The studies showed "consistently low levels of genomic knowledge among nurses and nursing students worldwide." "A significant discrepancy was found between the high perceived importance of genomics and the actual knowledge. Genomic education has been inadequately and inconsistently integrated into nursing curricula across countries. Key barriers included a lack of faculty expertise, insufficient funding, and inadequate curriculum content. The high perceived importance of genomics and a strong desire for more education were identified as key facilitators for improvement."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106959

What makes a good Dedicated Education Unit?
Source: Nurse Education in Practice

In a nutshell: In this study a team of researchers, led by May Helen Midtbust from the Norwegian University of Science and Technology, conducted five focus groups made up of nursing students, supervisors, nurse managers, and lecturers. Three themes emerged from the focus groups which were:

- The need to develop learning partnerships
- Working together to enhance competence in clinical supervision
- Challenges in information flow when establishing a dedicated education unit

The researchers concluded that "strengthening collaboration between educational institutions and the clinical field is crucial for developing learning partnerships to increase the quality of clinical practice and ensure the best possible learning environment. The collaborative nature and structure of the DEU model support the notion that nursing students' clinical practice is the responsibility of both the educational institution and health care services."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104693

Do the fundamentals of care make a difference?
Source: Nurse Education in Practice

In a nutshell: In this study a team of researchers – led by Gianluca Catania from the University of Genoa in Italy – investigated the effects of "integrating the Fundamentals of Care framework in[to] the undergraduate nursing curriculum." Nursing students were divided into two groups. One group followed an integrated curriculum informed by the Fundamental of Care framework whilst the other group followed a standard curriculum. The group following the Fundamentals of Care curriculum "consistently achieved higher Triple Jump scores in the second and third years ... and higher objective, structured clinical examination (OSCE) scores across all three years." They also had higher "relational skills scores," in their third year. However, there were no differences in "patient-reported experiences of care or in students' learning approaches."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104686

How do nursing students make their career choices?
Source: Nurse Education in Practice

In a nutshell: In this study Kevin Hambridge, from Plymouth University, led a team of researchers holding online focus groups with 21 final-year under-graduate nursing students who shared "their experience of career choices." Five themes emerged from the interviews which were:

- Choosing an employer
- Job searches and applications
- Should I stay or should I go?
- Choosing a specialty

- An alternative career

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104687

Can an HIV test make you a better nurse?
Source: Nurse Education in Practice

In a nutshell: In this study a team of researchers – led by Cheng-Ru He, from National Cheng Kung University Hospital in Taiwan – examined whether giving HIV tests to emergency department nurses would enhance their knowledge about, and reduced the stigma they felt towards, HIV patients in the emergency department. 72 emergency-department nurses took part in the study. "The experimental group received supervised HIV self-testing with handbook-guided discussion, whereas the control group used unguided self-study." The researchers found that the group who tested themselves for HIV showed significantly higher knowledge scores than the other group and felt less prejudice towards HIV patients. " Integrated findings suggest that experiential HIV self-testing enhanced knowledge through increased learning motivation and active inquiry and reduced prejudice through emotional awareness and empathy. Although no significant changes were observed in stereotyping or discrimination scores, some participants reported improved cognitive accuracy and a greater commitment to affirmative care, suggesting modest improvements in stigma-related beliefs and behaviors. The intervention's high accessibility, immersive engagement and practical applicability were favoured over lecture-based and unguided self-study formats, supporting sustained improvements over one month."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104694

Are midwifery students trained to cope with perinatal loss?
Source: Nurse Education in Practice

In a nutshell: In this study Jocelyn Bui, from the University of Technology in Sydney, led a team of researchers who reviewed the evidence on whether midwifery students were trained to cope with perinatal loss. The researchers found eight articles which met their quality criteria from which four themes emerged. They were:

1. My early perinatal loss experiences were unexpected and disturbing
2. My education was piecemeal
3. I was left feeling anxious and ill-equipped to provide perinatal loss care
4. As students, we need support

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104681

Piecing together the jigsaw of wound care

Source: Nurse Education in Practice

In a nutshell: The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups that each assemble a piece of an assignment then put the pieces together when they have finished. In this study Tuğçe Kabak Solak from Agri Ibrahim Cecen University in Turkey, led a team of researchers assessing the effectiveness of the Jigsaw IV learning technique "on nursing students' knowledge, collaborative learning attitudes and motivation." 87 students took part in the study. Some used the Jigsaw IV technique, whilst the rest formed a control group. The jigsaw group demonstrated higher post-test wound-care knowledge and greater "increases in intrinsic motivation—'to know,' 'to accomplish,' and 'to experience stimulation'" They also showed less amotivation.

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104677

Jigsaws and seizures

Source: Nurse Education in Practice

In a nutshell: Also looking into the jigsaw method were a team of researchers led by Huriye Ayhancı, from Ege University in Turkey who studied its effectiveness at teaching nursing students how to deal with childhood epileptic seizures. 80 nursing students took part in the study. They were divided into two groups. One group took part in small-group training sessions using the jigsaw technique, whilst the other group "underwent traditional training." The researchers found no significant differences between the two groups in terms of knowledge or attitude, but the group trained using the jigsaw technique did show a greater improvement in self-confidence.

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104692

All the ward's a stage

Source: Nurse Education in Practice

In a nutshell: In this study Ebru Sevin from Altınbas University and Sibel Erkal Ilhan from Haliç University (both in Turkey) investigate "the effect of creative drama-based teaching on the knowledge level of nursing theories and perception of the nursing profession in a basic nursing course." 54 nursing students took part in the study and they were divided into two groups. One group took part in a creative, drama-based instructional programme whereas the other group received the same content through traditional teaching. Both groups showed a similar increase in knowledge, but the drama group retained this knowledge for longer.

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104679

Role-playing and AI in nurse education

Source: Nurse Education in Practice

In a nutshell: A team of researchers, led by Sinan Aydogan from Burdur Mehmet Akif Ersoy University in Turkey divided 50 first-year nursing students into two groups. One group took part in educational role-playing and the other group used AI-based learning. The role-playing group showed a statistically-significant increase in "nursing-process knowledge," whereas the AI group showed a significant increase in their "mean diagnostic accuracy." The researchers concluded that "integrating both methods may offer complementary benefits in nursing education."

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104680

Digital learning and nurse education

Source: Nurse Education in Practice

In a nutshell: What effect has digital learning had on nurse education? That was what Amany Sadat and Cristina Vasilica from Salford University attempted to answer in this study. They reviewed the evidence on this topic and found eight articles which met their quality criteria. Three themes emerged from the articles:

1. Digital Literacy – the variability in students' and educators' digital skills and confidence
2. Generational characteristics and learners' needs – Generation Z's preferences for technology-enhanced, self-paced and interactive learning
3. Evolving pedagogies in nursing education – integration of learning-management systems, virtual simulations, and blended learning to enhance engagement and accessibility

You can read the abstract of this article at

https://doi.org/10.1016/j.nepr.2025.104682

Observation, education, and ethics

Source: Nurse Education Today

In a nutshell: In this article a team of researchers – led by Wei Liang from Nanjing Medical University in China - studied the effectiveness of "clinical ethics observation embedded in nursing ethics education." "Clinical ethics observation engages students in real-world clinical settings to reflect on nursing ethics through guided observation." The researchers held five focus groups with 29 second-year nursing students who took part in clinical-ethics observation classes. Four key themes emerged from the focus groups which were:

1. Reflecting on the gap between "ideal," ethical decisions and "real," ethical decisions
2. Impact on knowledge application and competence building
3. Inspiring future self-improvement in nursing professionalism

4. Suggestions for future improvement

The researchers concluded that "the module facilitated students' knowledge application and competence building and motivated them to pursue professional growth."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106967

How do nurses develop non-technical skills?
Source: Nurse Education Today

In a nutshell: Ying Sun, from Monash University in Australia, interviewed eight nursing students in two focus groups asking them how they had developed their non-technical skills. "Three key insights emerged: (1) Personal life experiences—including prior healthcare roles, volunteering, and non-clinical work—significantly shape how students understand and apply non-technical skills, suggesting a valuable but underrecognized learning pathway; (2) Low-fidelity simulations, while accessible, provide limited opportunities for developing the emotional and interpersonal dimensions of non-technical skills, raising concerns about their educational efficacy; (3) non-technical skills are not separate from technical skills but actively support their application, with strong communication and emotional regulation skills enhancing the effectiveness and safety of technical procedures."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106969

AI and Empathy
Source: Nurse Education Today

In a nutshell: In this study Pao-Ju Chen, from Asia Eastern University of Science and Technology, investigated an "AI-enhanced virtual-reality simulation for nursing students' empathy." 80 nursing students were split into two groups. One group watched a 360-degree video with a standardized patient interaction whilst the other group "experienced first-person simulations incorporating AI-guided dialogue and real-time feedback." AI was also used to give the students feedback on their performance. The group who used AI showed "significantly higher empathic communication scores," and the ratings of AI and lectures were "strongly correlated." The students themselves said that "dual perspectives and AI feedback enhanced their awareness and communication."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2025.106968

How do nursing students reflect?
Source: Nurse Education Today

In a nutshell: Reflection on one's performance takes a multitude of forms. Examining how nursing students do it were Caroline Browne and Helen Dugmore from Murdoch University in Australia who studied the use of digital storytelling as a new way to engage students in reflective practice. 147 students took part in their study and "preferences were mixed," between digital storytelling and written forms of reflection. "Digital Storytelling provided an opportunity for students to share their stories with their peers leading to reflective learning, whilst written reflection provided an avenue to enhance clinical confidence and identify areas for development. Both methods had challenges including the timing of reflective activities within their units, expressing and sharing emotion, and working with technology and assessment restrictions to complete reflections."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2026.106973

Digital education and palliative nursing
Source: Nurse Education Today

In a nutshell: It can be hard for nursing students to gain enough experience in palliative care before they enter the world of work. So, could digital education be a good alternative? That was what a team of researchers, led by Adam Graham from the University of Oulu in Finland, investigated in this study. They reviewed the evidence on this topic and found six articles which met their quality criteria. "Interventions varied between use of immersive simulation and screen-based simulation." The studies showed statistically-significant improvements in "palliative care attitudes, abilities and readiness for practice."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2026.106982

What is the SECI model, and what does the evidence say about it?
Source: Nurse Education Today

In a nutshell: In this study a team of researchers, led by Kaihan Yang from Chengdu University in China, reviewed the evidence on the SECI model – SECI standing for Socialization, Externalization, Combination, and Internalization. The researchers found five studies which met their quality criteria covering 340 people. These showed that, compared to a control group, SECI led to increases in theoretical knowledge, skill, overall competence, professional commitment, and teaching satisfaction. However, the quality of the evidence from the studies was rated as either "low," or "very low."

You can read the abstract of this article at

https://doi.org/10.1016/j.nedt.2026.106984