

EDITORIAL

Dear Readers,

We are pleased to share with you the 2025 Issue 3 (Volume 22, Issue 3, September 2025) of the Journal of Education and Research in Nursing.

The nursing profession is increasingly recognized as a discipline that requires not only strong clinical knowledge and technical competence but also advanced cognitive and decision-making skills. Among these, critical thinking is an essential competency in nursing, serving as the foundation for safe, effective, and evidence-based care. Beyond technical skills, nurses must be able to evaluate complex situations, make sound clinical judgments, and act with professional autonomy. In nursing education, fostering critical thinking prepares students for the realities of modern healthcare, while in practice, it enhances patient safety and care quality. For this reason, both academic and clinical settings must prioritize strategies that strengthen these skills. I believe that research focusing on the cultivation of critical thinking will make a valuable contribution to nursing scholarship and practice, guiding the professional growth of nurses and the advancement of healthcare worldwide.

I am pleased to announce that our journal is indexed in the databases of GALE [2010], Tubitak Ulakbim Medicine [2012], EBSCO [2017], CINAHL [2017], DOAJ [2021], Research4Life [2021], Hinari [2021], SCILIT [2021], OUCI [2021], CNKI [2022], MIAR [2024], SUDOC [2024], Zeitschriften Datenbank [2024], Electronic Journal Library [2024], and EmCare [2025], and we are working to publish our journal within the framework of international academic publishing standards. The studies with a high level of evidence from you have been instrumental in achieving these goals, and we know how important the valuable contributions of our journal's stakeholders—our readers, editors, managing director, and advisory board members—are.

As for our September 2025 issue, a total of nine valuable original studies is presented in this issue. The titles of the articles are as follows:

The original articles are titled "Determining the relationship between compassion fatigue and emotion regulation skills in nurses," "A review of postgraduate theses on artificial intelligence in the field of nursing in Türkiye," "Assessing mothers' knowledge of childhood immunization," "Exploring nursing students' attitudes toward consanguineous marriage and factors influencing these attitudes: a descriptive and cross-sectional study," "The journey of cultivating critical thinking: exploring the development of critical thinking skills in nursing students," "Transformation of the Evidence-Based Practice Attitude Scale-36 into Turkish: An investigation of validity and reliability," "Clinical practice experiences from the perspective of senior nursing students: a phenomenological study," "The effect of crossword labs on knowledge and attitudes of nursing students in learning anatomical terms: a quasi-experimental study," and "Effects of authentic education based on Watson's theory of human care on care orientation in nursing students."

I would like to express my endless thanks to our authors who have contributed to presenting the updated information obtained from the results of their studies to our readers in order to provide quality and safe nursing care services to society, to the members of the editorial board who have contributed to the publication of our journal, and to the members of the advisory board who have carefully evaluated each article.

"Critical thinking is thinking about your thinking while you're thinking in order to make your thinking better."

Richard W. Paul

Kind regards,

Prof. Sevilay Şenol Çelik, PhD, RN