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Research article

Age, learning abilities, and internet use as correlates of mental resilience in nursing students: An exploratory comparative study

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The following materials are provided to support transparency and independent replication:

Appendix 1. Intervention protocols.

1. Museum-based intervention

A single guided tour (≈120 minutes) of the permanent collection of the Diachronic Museum of Larissa, in groups of up to 19 students, led by the museum's professional educational/archaeological guides. The tour followed the museum's standard chronological route through its eight sections (Palaeolithic; Neolithic; Bronze and Iron Age; Archaic and Classical; Hellenistic and Roman; Early Christian; Byzantine; Ottoman). Guides were briefed to foreground the study's thematic focus—human adaptation, cultural continuity, and collective coping with adversity across roughly ten millennia of habitation in the Thessalian plain—and to invite students to draw parallels with contemporary psychological resilience. No assessment took place during the visit; the questionnaire was completed afterward.

2. Empathy video intervention

A single screening (≈12 minutes) of an educational film on empathy and emotional understanding in healthcare, shown under standardized conditions (identical room, equipment, and verbal instructions across sessions) and facilitated by a member of the Department of Nursing teaching staff. The facilitator introduced the film and ensured uniform viewing conditions; no structured post-viewing discussion was held. The educational film was an internal educational resource of the Department of Nursing, University of Thessaly. The material is not publicly available and therefore cannot be cited through a permanent external reference.

3. Control condition

Regular academic activities with no additional programming; the post-intervention questionnaire only.

Note on the resilience instrument: the Connor-Davidson Resilience Scale (CD-RISC-25) is a copyrighted instrument and is therefore not reproduced here. It is available from the copyright holders under license (see references 51 and 52).

Appendix 2. Self-reported learning-abilities scale (8 items).

Each item was rated on a 5-point Likert scale (1 = strongly disagree / never to 5 = strongly agree / always, as appropriate to the item wording). The total score ranges from 8 to 40, with higher scores indicating better self-perceived learning abilities. Items 3 and 6 were reverse-scored.

1. I understand most texts on first reading.
2. I am satisfied with my reading speed.
3. I have difficulty reading or pronouncing long, multisyllabic words. (reverse-scored)
4. I use punctuation correctly when I write.
5. I am satisfied with my handwriting.
6. I make frequent spelling errors. (reverse-scored)
7. I can reliably tell left from right and orient myself in space.
8. I am satisfied with the outcomes of my studying.

Note: item wording above is an English rendering of the Greek items administered; minor phrasing may be refined to match the exact administered version.



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