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Cassia reigenra and *Cassia notabilis* in the treatment of depression

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New approaches for the management of depression nowadays tend to use herbal medications due to fewer side-effects. *Cassia renigera* and *Cassia notabilis* are two members of the family Fabaceae that have recently been extensively investigated in our laboratory for their possible medicinal values. Both of them have a potential antioxidant, anti-inflammatory, analgesic and antidiabetic activities. The aim of the present study is to investigate their possible antidepressant activity in two different models of depression; the acute reserpine model and the sub-chronic mild stress model. Leaf extract of both the trees showed significant antidepressant effects against both models and their results were comparable to *Hypericum perforatum*, the most famous herb to treat depression.

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Addressing moral distress through creation of a just culture in nursing education

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The purpose of this qualitative study (n=15) was to uncover and describe the experiences of moral distress among students enrolled in Associate Degree Nursing programs. The research questions aimed to describe the aspects of the experience of nursing education that cause moral distress among nursing students; how moral distress impacts the education and experience of nursing students and identify how nursing students cope with morally distressing events. While it has been established that moral distress among professional nurses negatively impacts retention of the work-force, the literature was limited and unclear on how students experienced moral distress during their academic careers and more specifically, what aspects of nursing education created moral distress for students. The findings will be presented through an exemplar narrative representative of the themes, (1) dealing with the inherent stress of nursing school while also dealing with situations of moral distress; (2) learning and working in an unjust culture; (3) disempowerment and status; and (4) moral residue and regret. This study adds to the existing body of knowledge about moral distress in nursing and provides insight into how nursing students experience moral distress in nursing education. The students' narratives gave an intimate, personal view of lived experience and emphasized significant aspects requiring attention in nursing education and more broadly, in the profession of nursing. Creation of a supportive learning environment, one that incorporates the principles of a Just Culture, may significantly reduce the intensity and frequency of students' moral distress in the academic environment.

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