

## Abstract and/or Background

**Background:** While attending a four-year residential nursing school program, many students experience feelings of stress and self-doubt. These feelings can impact student well-being and overall academic success. Stress and self-doubt are due to many factors such as grades, clinical experiences, and meeting expectations of the profession.

**Methods:** There is abundant research on the effects of positive outcomes of relationships between students and faculty during four-year undergraduate nursing programs. Therefore, a literature review was conducted to learn more about this topic, and how the well being of nursing students is affected by positive student-faculty relationships.

**Results:** Studies revealed that a sense of community is vital to students going through a four-year nursing program. Positive student-faculty relationships matter for academic success, and improved relationships are related to higher course grades and a greater sense of well being.

**Conclusions:** One method to improve student academic and emotional well being is to foster impactful student-faculty relationships, to prevent burn out and improve motivation in nursing school.

## Introduction and/or Research Question

**Research Question:** Do student-faculty relationships have an impact on student's well-being in four-year nursing programs?

**Introduction:** A sense of community is vital to improving student performances, especially in times of crisis; studies suggest that institutions can facilitate this virtue in their students by continuously reaching out to ensure a healthy and positive learning experience (Rozhenkova, V., 2022). Our review has revealed that improved relationships between the student and educator(s) were connected to higher course grades, higher motivation level, and peaked interest during class time (Raso et al., 2019). Positive psychosocial and academic outcomes, motivated learning, and a greater sense of self-worth in academic abilities are closely related to student-faculty relationships according to the literature. A review of the literature was completed to study the subject matter and to initiate a resolution of interest on behalf of nursing students.

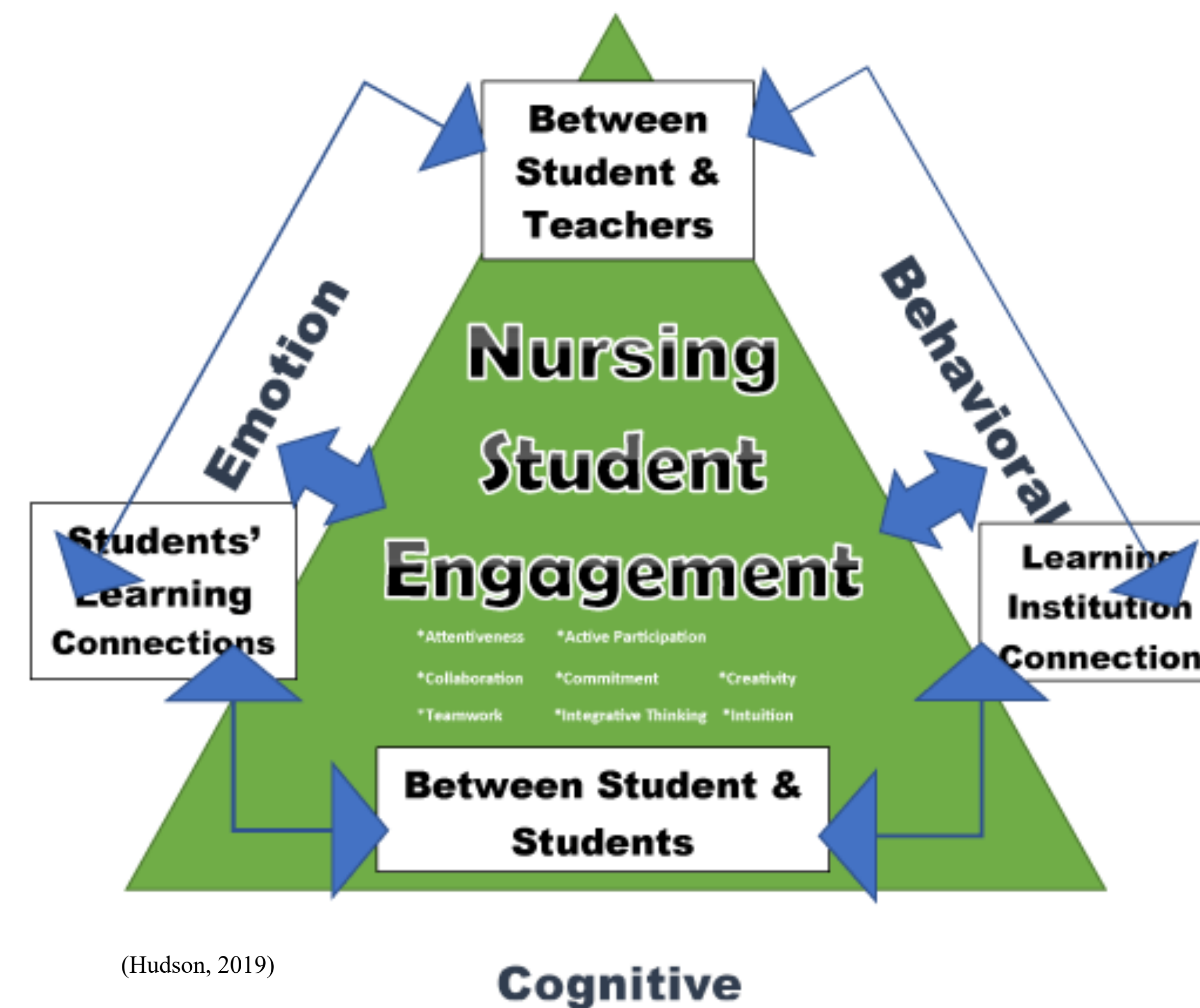
Students have reported that they desire to be listened to and shown empathy by faculty, as this will be translated into skills that will be used when caring for patients, even if they do not find these qualities in other nurses. This literature review seeks to identify how positive student-faculty relationships affect the confidence and comfortability of students to reach out to faculty members when struggling, without fear of incivility.

## Methods

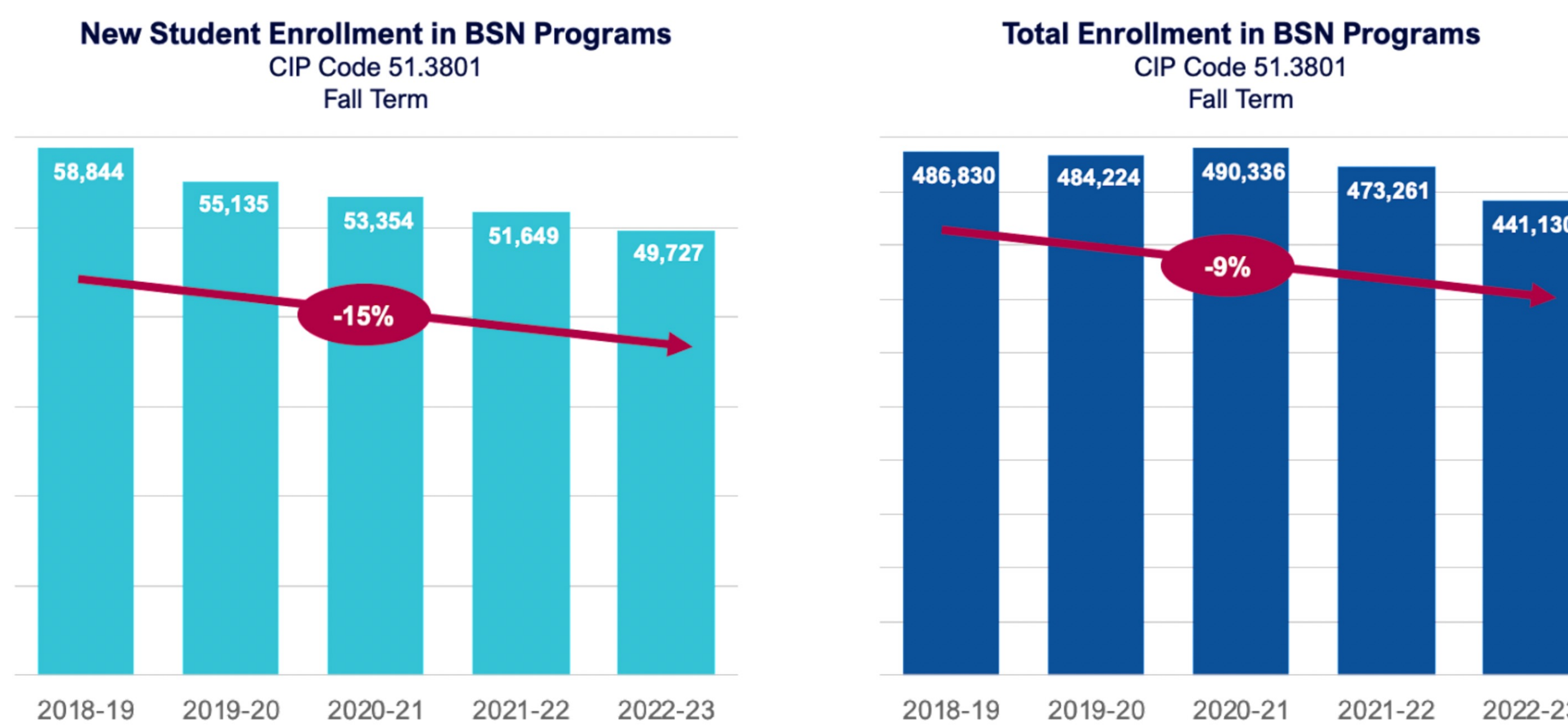
A literature review of studies was performed that looked at the outcomes of student-faculty relationships in four-year undergraduate nursing programs. The review examined seven articles that looked at relationships between students and faculty during four-year nursing programs. Most of the articles looked at the effects of relationships between the educator and the student on the student's ability to succeed during and after graduation and how the relationship affected their learning abilities during school. Several different groups of students from around the world were considered in the literature review to see if there was a link between positive student-faculty relationships and student outcomes.

## 71.8% of nursing students felt that student-faculty relationships have an impact on their academic success

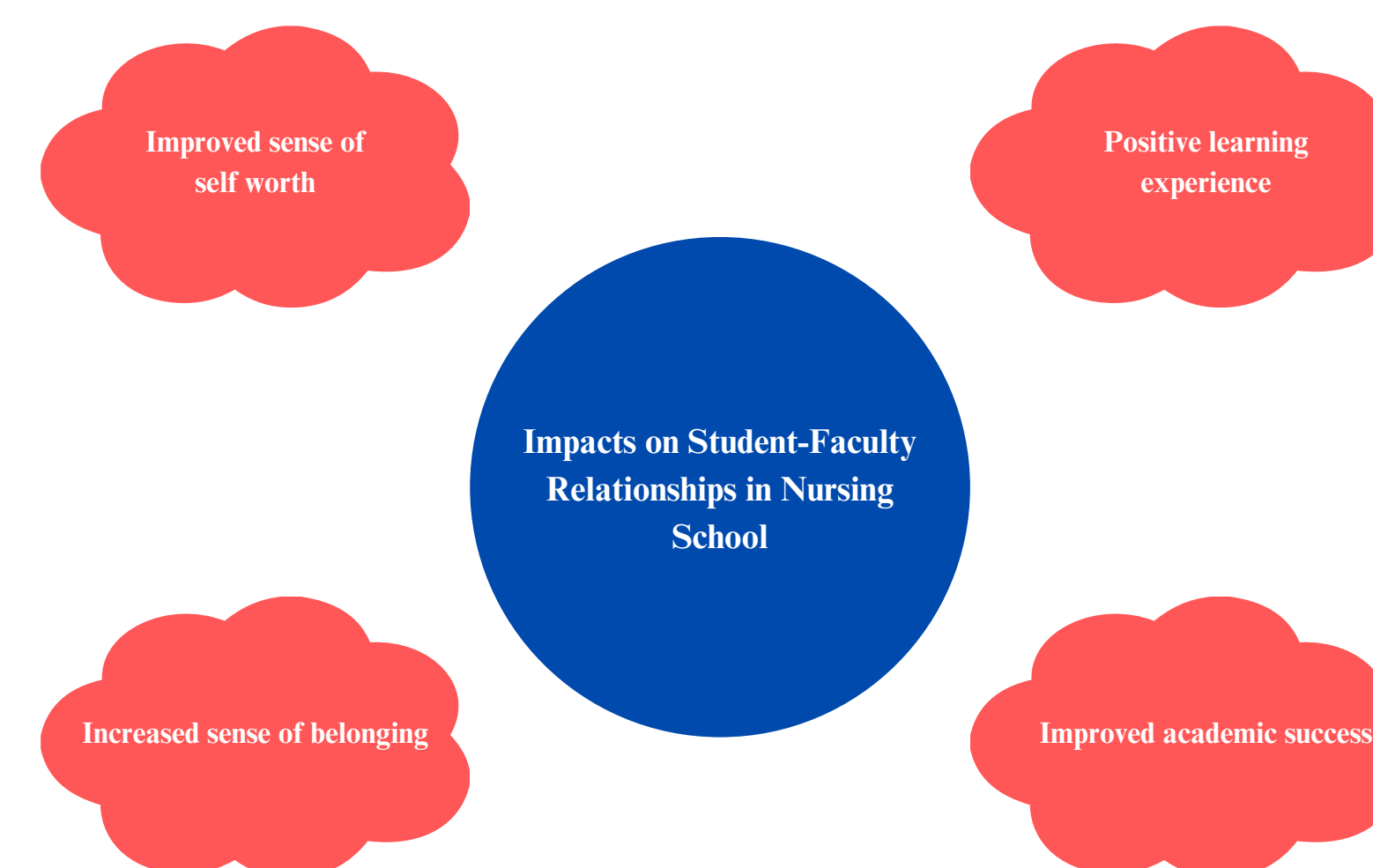
(Chinaza, 2019)



(Hudson, 2019)



Rowles, 2023



(Rozhenkova, 2022 & Zenobia, 2016)

## Results and/or Conclusion

**Results:** Research showed that students described positive relationships with their educators as helpful with education, professional growth, and clinical strength (Raso et al., 2019). This review of literature showed a correlation between student-faculty relationships and improved student well-being in four-year nursing programs. One of the studies reported 71% of students felt that student-professor relationships mattered for academic success and that the relationships made with professors are impactful on students' academic and emotional well-being (Chinaza, 2019). The outcomes prove that when students feel supported by faculty through impactful and professional relationships, their academic and emotional confidence throughout school is improved.

**Conclusion:** The review concluded that relationships between students and faculty have a positive outcome on the academic and emotional well-being of the student. When these relationships are helpful, meaningful, and professional, they motivate the student to attend class, feel more confident, and have a general sense of community.

- Community is vital to students attending a four-year nursing program as the programs, in general, are rigorous, time-consuming, and difficult.
- Not only do relationships between students affect the well-being of the student, but communication and comfortability with professors matter greatly to student outcomes.
- When these relationships are intentional, the student feels cared for and heard. These relationships can then translate into professional work after graduation, as students tend to emulate the work ethic of those they learned from.

Literature has revealed that there is an almost 17% decrease in nursing school admissions, and 37% of nurses leave the profession within two years. Impactful student-faculty relationships during four-year undergraduate programs can ensure optimal learning experiences that further support their future professional practice. The profession counts on it.

## Future Work

1. Determine best methods to educate professors on developing relationships with students.
2. Determine how communication styles of professors' effect student outcomes.
3. Determine practical methods for mentorship in four-year nursing programs.
4. Research student-faculty relationships in advanced nursing degree programs.
5. Research how a sense of community has an affect on student burn out in four-year nursing programs.

## References

Scan for the complete reference list.



### How to support students' dignity

In the student interviews conducted by Stikholmen and his colleagues, the following recommendations for nurse educators emerged:

- Know and use students' names**  
Call each student by name to acknowledge and honor that person's humanity.
- Allow for imperfections**  
Offer students opportunities to "fail" safely because mistakes are essential for learning.
- Provide timely and appropriate feedback**  
Begin with clear expectations and coach the student as they work through a particular task. Give actionable feedback in a private setting, not in front of a patient and their family members, or other nursing students.
- Support students when their confidence falters**  
Remember that nursing students face a tremendous amount of uncertainty when they're learning. A little encouragement can go a long way in these situations.

Pearson

Pearson, 2023