Review

Student-faculty relationships and its impact on academic outcomes

Kenchera C. Ingraham[a,*], Sandra J. Davidson[b], Olive Yonge[c]

[a] Faculty of Nursing Level 3, Edmonton Clinic Health Academy 11405-87 Avenue University of Alberta Edmonton, Alberta Canada T6G 1C9
[b] Faculty of Nursing, University of Alberta, Canada
[c] Level 3, Edmonton Clinic Heath Academy, 11405 87 Avenue, University of Alberta, Edmonton, Alberta T6G 1C9, Canada

ARTICLE INFO

ABSTRACT

Objective: The aim of this review of the literature is to synthesis the knowledge attained about determinants of student-faculty relationships and its impact on student outcomes. While adding to the body knowledge, the researchers discuss the importance, barriers, and facilitators to student-faculty academic relationships in nursing education.
Design: We conducted a narrative literature review using a modified version of the framework of the Population, Intervention, Comparison, and Outcome method to develop the research question for this review. That question was: What determinants of undergraduate nursing students' relationships with faculty affect those students' academic outcomes?
Data Sources: To search and review the literature systematically, we entered the specific criteria into the EBSCOhost interface. The following databases were used for data sourcing: Cumulative Index to Nursing and Allied Health Literature Plus with Full Text; Teacher Reference Center; Education Resources Information Center; Medline; and Theses and Dissertations. We selected only full-text, peer-reviewed sources that were written in English for final inclusion.
Review Methods: After the retrieval of 56 reports via an EBSCO host search, abstracts were reviewed and 29 were rejected based on the exclusion/inclusion criteria. The rejected reports met some or no criteria and not others; or showed little to no association with determinants of nursing student-faculty academic relationships or students' academic outcomes. An inductive method of analysis was used to review and extract emerging themes.
Results: Findings revealed four core determinants of student-faculty relationships: support, caring, diversity, and incivility. These determinants were interrelated and appeared to have an impact on student academic outcomes.
Conclusions: Nursing institutions should be proactive to ensure that barriers such as incivility are reduced and that diversity is included and appreciated in the teaching and learning environment. Additionally, a caring and supportive climate of learning should be emphasized and enacted by nurse educators.

1. Introduction

One of the most identifiable determinants of academic outcomes of undergraduate nursing students in the current literature is student-faculty relationships (Read et al., 2013). Thus, nurse educators are encouraged to critically analyse their role in teaching nursing students and to consider whether their actions create barriers to or facilitate the process of relationship formation for student nurses. The aim of this review of the literature is to synthesis the knowledge attained about determinants of student-faculty relationships and its impact on students' academic outcomes. While adding to the body knowledge, it discusses the importance, barriers, and facilitators to student-faculty academic relationships in nursing education.

2. Background

The goal of most nursing program is to educate nurses that are qualified and caring. This collaborative nursing goal is to ensure that nursing students reaching their academic potential through high grades and academic socialization; inclusive of the clinical and classroom experiences (Al-Hussami et al., 2011; Hamaideh and Hamdan-Mansour, 2014; Luhanga et al., 2010). However, to achieve these goals nursing educators should be mindful of the gamut of factors that contribute to each student nurses' success. One such factor as researchers suggest is student-faculty relationships and its interconnectedness to the academic success of nursing students (Al-Hussami et al., 2011).

* Corresponding author.
  E-mail addresses: kenchera@ualberta.ca (K.C. Ingraham), sjdavids@ualberta.ca (S.J. Davidson), oyonge@ualberta.ca (O. Yonge).

3. Methods

A modified version of the (P.I.C.O.) framework (Population-Undergraduate nursing students, Intervention- student-faculty academic relationship, Comparison-no student-faculty academic relationship, and Outcome- academic outcomes) was used to develop a review question. A consultation with the University of Alberta's (U of A) librarian was also done and the following question was constructed: What determinants of undergraduate nursing students' relationships with faculty affect those students' academic outcomes?

A search by means of interface EBSCOhost was conducted January 2016 to May 2016. Key terms were identified and their synonyms which included: nursing student, faculty, academic success, and relations. Reports were excluded if the full text was irretrievable, not in English, showed little to no association with determinants of student-faculty relationship or academic outcomes of undergraduate nursing students. Literature was retrieved from the following databases: Cumulative Index to Nursing and Allied Health Literature Plus with Full Text (CINAHL); Teacher Reference Center; Education Resources Information Center (ERIC); Medline; and Theses and Dissertations through the University of Alberta libraries. By way of EBSCOhost's interface simultaneous searching of all these databases and deleted duplications was achieved in the findings. Twenty-seven publications were included that comprised twenty-six articles and one published editorial. Analysis of the findings extracted from each study was completed. Through an inductive analysis process, four major themes emerged: Support, Caring, Incivility and Diversity. These themes were selected based on it prevalence within the literature and its interconnection between student-faculty academic relationships and outcomes.

4. Results

This review provided a narrative account of the four main themes and the embedded sub-themes that emerged in from the review. The barriers or facilitator to students' success has frequently been linked to the relationship quality between students and faculty. McEnroe-Petitte (2011) findings suggest that to address issues such as nursing shortage and inadequately prepared nurses, nursing faculties should explore their representation of the profession as caring in their interactions with students. Yet, we found in the review of the literature four primary themes that may improve student-faculty academic relationships including: support, caring, incivility, and diversity.

5. Support

Support for students has to include the mental, social, physical, and of course academic realms (University of Alberta, 2011). One study found when nursing students perceived that their academic endeavours were not supported by faculty; they often withdrew from nursing programs, voluntarily or involuntarily (McGregor, 2005). Li et al. (2013) reported nursing students feel supported by faculty who portray caring attributes in their pedagogy. Support in the clinical and classroom setting has a positive impact on students' success, educators' morale, and attrition rates of nursing students (Lee, 2007; Li et al., 2013; McEnroe-Petitte, 2011). Three subthemes emerged from the literature in relation to faculty support for students: mentorship, accessibility, and approachability of faculty.

5.1. Mentorship

Some researchers suggest mentorship cannot be based on just a randomized system of matching students with faculty (Read et al., 2013). Rather, to serve the purpose of mentorship, a student should be paired with a faculty member purposefully to ensure that the parties are interested in sharing their backgrounds, personal strengths, limitations,

and goals. Such a pairing creates the foundation for the natural progression of a productive student-faculty relationship (Read et al., 2013). Several studies note mentorship empowers students and faculty, promotes personal growth and professional relationships, creates a safe learning environment, and promotes the overall success of students (Ibrahim and Qalawa, 2016; Luhanga et al., 2010; McEnroe-Petitte, 2011; McGregor, 2007). Luhanga et al. (2010) suggest that for any type of mentorship to be successful, mentors must have a yearning to share and teach students the art of the practice and this in conjunction with a mentors' commitment and motivation will yield positive academic outcomes.

5.2. Accessible and Approachable

Almost 50% of nursing students in some studies reported the support needed from faculty was not in place; faculty members were considered inaccessible, either because they were perceived as being unapproachable or because they failed to respond to formal communications such as emails in a timely manner (Al-Hussami et al., 2011; Evans, 2008; Ooms et al., 2013). Additionally, for online or distance learners the lack of physical interaction may have a negative impact on the student-teacher relationship (Bergstrom, 2010). As such, students who are challenged by various barriers to accessing faulty members may have additional barriers to academic relations and success. Mott (2014) explains that having a supportive environment means faculty are accessible, approachable, and caring. The fusion of these three concepts within education may offer a road map for helping students to succeed in their academic careers.

6. Caring

"Nursing is seen as a caring, well-respected, and vital profession," according to McEnroe-Petitte (2011, p. 80). Thus, it is naturally expected nursing educators will be compassionate, empathetic, and caring (Clark, 2008). According to Del Prato (2013), nursing students identify the caring identity of nursing based faculty interactions formally and informally. When student-faculty interactions are not observed as caring by students, students' outlook on nursing practice shifts to it being less caring and originally perceived (Del Prato, 2013). In contrast, researchers from another study note when faculty members behave in a caring manner towards their students, the results are modelled by students, which provides positive results in behaviour and studies (Labrague et al., 2015).

Nurses and those aspiring to be nurses must observe and practice the role of caring in an environment that perpetuates caring attributes (Lee, 2007; McEnroe-Petitte, 2011). The lack of caring in a learning environment can be detrimental to student-faculty relationships, particularly when students feel belittled or isolated from the learning experience, a situation that may further act as a barrier to student-faculty interaction (Lee, 2007). Other authors propose caring in the context of learning spaces can have an exponential value in improving academic outcomes and student-faculty relationships, by promoting students' integration into the profession and reducing social isolation among students (Jeffreys, 2015; Li et al., 2013). Much like an absence of caring and support, the absence of a caring environment has been shown to be correlated with incivility, which perpetuates an uncivil learning environment often caused by ineffective communication.

7. Incivility

The largest emergent theme in this review is incivility. In recent years, the occurrence of incivility in nursing education has increased, whereupon the issue has attracted greater attention. This sustained issue has created issues for the teaching and learning experience and is also creating a barrier to the development of respectful and positive relationships between nursing students and faculty (Clark, 2008; Lasiter

et al., 2012). Many researchers conclude that when the subject of incivility is raised, the same topics arise. They document that incivility includes abusive environments (particularly verbal abuse), disruptive and irresponsible behaviours, and unfair/biased treatment (Clark, 2008; Del Prato, 2013; Ibrahim and Qalawa, 2016; Lasiter et al., 2012; Read et al., 2013). These elements of incivility in the classroom and clinical experiences within undergraduate nursing programs were found to result in frustration, lack of trust and respect, and physical and mental symptoms such as headaches and stress (Ibrahim and Qalawa, 2016). Yet some researchers uphold the argument that the incivility does not travel a one-way route from students to faculty; in fact, one study reported that incivility is largely directed from faculty towards students (Lasiter et al., 2012).

In stark contrast, other researchers conclude that incivility between faculty and students is largely mutual (Bergstrom, 2010; Ibrahim and Qalawa, 2016; McGregor, 2007; Mott, 2014; Read et al., 2013). Moreover, these researchers' suggest that this mutual incivility contributes to the unproductive and negative learning environments. It is emphasized that the role of the nursing educator should be the first role model of nursing for future nurses as they have a key role in role in setting, creating, and maintaining a culture of civility (Del Prato, 2013; Mott, 2014). Mott (2014) underscored that respect needs to be mutual for civil behaviours to thrive and will be. This suggests that the primary source of incivility is a lack of respect. Respect has been shown to have a positive impact on student-faculty relations (Del Prato, 2013; Mott, 2014). Communication, power dynamics and diversity also contributes to incivility.

7.1. Incivility and Communication

To explicate incivility further, it is connected to effective communication. Communication is an integral aspect of any relationship, particularly of student-faculty relations (Lee, 2007). Mott (2014) explains interactions are emotional experiences, especially when words are involved. Multiple authors in the literature indicate students' communication with some faculty left them feeling belittled, angry, or stupid, and that these emotions have a negative impact on their confidence and performance (Lee, 2007; McGregor, 2005, 2007; Mott, 2014).

7.2. Incivility and Power Dynamics

There is an understandable linkage between incivility and power dynamics. Clark (2008) suggest that because of how some nursing faculty exercise their power students leave interactions with faculty feeling "powerless" and "abused" (p. 5). Clark termed this relational dynamic as "rankism". Rankism is defined as any behavioural attributes towards others that are of a discriminatory nature and that abuse at any level of power based on higher "ranking" or position in settings such as the classroom (Clark, 2008, p. 6).

Students, according to documented findings, explain that this perceived imbalance of power resulted in their feeling voiceless (Lasiter et al., 2012). Del Prato (2013) reported that nursing students identified the authority of faculty as being so powerful that it could determine their success or failure in the program. Students feared being targeted or "weeded out", and subsequently did not speak up to authority about uncivil behaviours (p. 288). Furthermore, fears had an unfavourable effect on student-faculty relationships because they engendered a lack of trust and reduced educators' approachability (Del Prato, 2013). What should be acknowledged by all educators is that they do possess an immense amount of power and that there is an imbalance of power in the teaching and learning environment (Lasiter et al., 2012). Given this imbalance, educators are warned to be increasingly mindful of how they execute their power—especially in their words, grading, actions, and interactions with students. On that note, there are other subgroups of students that must be considered in educators' approach to empowering students and building positive professional relationships. These are students who may be seen, or who see themselves, as being different from the majority, whether because of age, gender, religion, disability, or culture.

7.3. Diversity

Jeffreys (2015) explains that the term "diversity" is broader than most individuals think. Diversity is not limited to cultural difference; rather, it is inclusive of "birthplace, citizenship, religion, language, sexual orientation, age, lifestyle, education, and gender" among many other differences (p. 427). Two of the greatest potential barriers to student-faculty relationships in the literature are language and cultural diversity (Greene Ryan and Dogbey, 2012; Jeffreys, 2015; Lee, 2007; McGregor, 2005; Ooms et al., 2013; Read et al., 2013). Language is seen as a barrier because it is associated with the principle causation for miscommunications that occurs between students and faculty of different backgrounds. Greene Ryan and Dogbey (2012) agree that language can create a barrier for students and particularly for international students as it relates to connecting with faculty and peers.

Like language, culturally diverse backgrounds in institutions offer unique sets of challenges. Some of these are beliefs about confronting authority, worldviews concerning what the relationship between students and faculty should be like, and personal definitions of success—all of which may impede the establishment of student-faculty relationship that has been shown to be associated with higher academic achievement (Amaro et al., 2006; Evans, 2008; Jeffreys, 2015; Read et al., 2013).

7.4. Gender Diversity

Authors argue that, along with racial and ethnic differences in the minority population in higher-level institutions, gender plays a significant role in generating tension between students and faculty (Read et al., 2013). In nursing education, some believe that there is a greater acceptance of female student nurses because of their numbers and the historical general perception that nursing is a female profession (Bell-Scriber, 2008). In contrast, other scholars report gender differences did not have a significant impact on interactions between students and faculty (Al-Hussami et al., 2011). This difference in findings may be an indicator of the need to conduct further studies to gain greater insight into the association between gender differences, its impact on student-faculty relationships, and whether it influences academic performances.

One significant difference was that males do not struggle to establish relationships with nursing faculty. The opposing study found that male students tend not to be able to foster such relationships with faculty as well as female students (Al-Hussami et al., 2011; Bell-Scriber, 2008). These contrasting results indicate that male students may experience factors other than gender that influence the nature of the relationship they have with faculty, suggesting that further research may be needed to identify other possible explanations for the presence or lack of relationship between faculty and male nursing students. Moreover, further research might consider whether male students' relationships with female faculty are different from their relationships with male faculty members.

8. Discussion

The findings from this review of the literature suggest student-faculty relationships are a central determinant of students' academic success in undergraduate nursing programs. Themes deriving from the current literature review provide a more holistic lens on key areas that are seen as barriers to maintaining, or establishing, a productive student-faculty relationship. As such investing time and energy to understand these barriers could be rewarding for the nursing profession. Evidence from this review suggests that caring and support were

overlapping concerns for nursing students.

Researchers contend many nursing students feel a disconnection between the nursing profession being caring and supportive, and what was modelled in practice (Del Prato, 2013; Greene Ryan and Dogbey, 2012; McEnroe-Petitte, 2011; McGregor, 2005). If students are expected to be caring, then caring must be modelled by those who teach them this core value of nursing (Labrague et al., 2015). The strong correlation between support and caring is evident in the literature. Nursing students argue when there is mentorship, and educators are approachable, they not only feel supported but cared for by throughout their studies (Luhanga et al., 2010; McEnroe-Petitte, 2011; McGregor, 2007; Read et al., 2013). In turn, this combination results in improved academic outcomes as evident through students' success and educators' morale (Lee, 2007; Li et al., 2013; McEnroe-Petitte, 2011).

Incivility is the largest documented barrier to student-faculty relationships in nursing and is an element associated with students not achieving desired academic outcomes such as increased attrition, disruptive learning climates, and irresponsible behaviours (Clark, 2008; Del Prato, 2013; Ibrahim and Qalawa, 2016; Lasiter et al., 2012; Read et al., 2013). Although some of the reviewed literature was surprising such as mutual lack of respect (Lasiter et al., 2012), what is not surprising is the impact incivility has on the teaching and learning experience for faculty and students including physical and mental illness (Ibrahim and Qalawa, 2016). Behaviours that foster disrespect create a climate for negative gestures in actions and words. Often these gestures escalate into ineffective communication, a lack of shared expectations, and the abuse of power (Clark, 2008; Davis and Schrader, 2009; Ooms et al., 2013; Simplicio, 2002). Consequently, students and faculty begin to disregard the need for professional relationships, and this attitude can be carried over into the classroom towards peers and into the work setting towards patients and colleagues.

The theme of diversity garnered from the literature affirms that more research is needed in this area. Nevertheless, this theme brought forth critical topics for discussion. Jeffreys (2015) writes that what the average individual may consider to be the definition of diversity is conservative. A student being considered diverse only because of cultural background differences is an unfortunate inaccuracy, because diversity is so much more. Consequently, as educators it is imperative that we approach every difference, including those regarding beliefs, language, gender, age, socioeconomic status, ability, and religion, with the utmost respect and openness. Diversity can easily be overseen, or ignored, hence giving room for uncivil behaviours to be construed or projected. The need to suppress or relinquish preconceived notions about any differences is vital for the student-faculty relationship, which is shown to have a correlation with academic outcomes.

9. Recommendations

The intent of the following broad recommendations is to advance the aspiration of nursing education.

9.1. Support and Caring

The lack of sincerity among nursing faculties may demonstrate to students is a cause for concern. To change this impression, nursing faculties must find authentic and genuine approaches to students, inside and outside of the classroom. Sharing personal experiences and stories is one activity faculty may engage in to help students to see faculty members as approachable, and at the very least human. Students may begin to feel a sense of empathy and relatability to faculty; they may develop the belief that their challenges are normal and their goal of becoming a nurse is attainable. Moreover, nursing faculty members must begin to make a conscious effort to model what should be innate to nursing—caring. It can be an insurmountable task for students to portray the attributes of caring when what they observe contradicts what they are told; it is possible that if students are taught by example how to care, then the lesson will be more profound.

9.2. Incivility

Educators must make a deliberate effort to maintain a civil learning environment. If they are to do so, strategies need to be in place to prevent the occurrence of uncivil behaviours such as belittling or labelling of students. One strategy may be to create workshops on communication techniques that reinforce especially nonverbal communication that can often be an originating point for uncivil conduct. Additionally, based on the findings, we recommend uncivil behaviour in the learning environment be avoided, first, by encouraging both faculty and students to take valuable time to reflect before responding to communication that may evoke defensive feedback.

Second, acknowledging concerns and reciprocating in a fair and respectful fashion may minimize the escalation of uncivil practices. Often students may not recognize their role in creating disrespectful situations, and subsequently uncivil environments ensue. Therefore, it becomes the inherent responsibility of the educators to evaluate their contributions and use their professional skills and resources to avoid or deescalate such occurrences. In addition, a well-devised plan, for example for third-party intervention, should be in place to address challenges that arise frequently in the learning environment.

9.3. Diversity

Considering that every student entering the teaching and learning environment presents with unique learning abilities, challenges, and differences, it is important that nurse educators be aware of all of these factors. Once awareness is increased, then the process of educators' being authentic and sharing who they are as individuals while accepting students' individuality can create a learning space that is safe for the student and the teacher. Nurse educators need to become more aware of potential bias that may exist in the learning environment.

One way is to increase awareness is through considerate use of words. For example, when faculty refer to nurses as "she," this can create a division and imply that there is a lack of acceptance of male nurses in the profession, which in turn can create obstacles to building professional relationships between male nursing students and professors. The challenge of gender diversity in the classroom is a topic that warrants further research, particularly to study how nursing educators handle others aspects of diversity and how improved approaches may influence student-faculty relations. Four main recommendations from each of the major themes have been outlined for quick extraction

Box 1
Highlights to nursing educators and institutions to fostering positive and supportive student-faculty relationships.

- Build authentic relationships inside and outside of the classroom to be more supportive.
- Model attributes of caring rather than just saying that we care.
- Practice mutual respect, in words and in actions to reduce uncivil behaviours.
- Consider that diversity does not refer only to culture.

(Box 1).

10. Limitations and Gaps

10.1. Methodological

One important limitation of this project is that writing a narrative literature review is, by nature, a subjective process, because the writer can control which studies are included for analysis (Rumrill Jr and Fitzgerald, 2001). In addition, as Rumrill Jr and Fitzgerald (2001) note, the conclusions drawn may not be weighted equally to provide a balanced view of all subjects involved—in this case, the students and faculty.

10.2. Literature

Although researchers explored the impact of mentorship between student peers, few have studied how faculty-to-faculty mentorship correlates with student-faculty mentorship. It is possible that the lack of faculty-to-faculty mentorship inhibits faculty from modelling what they themselves have not experienced. Few studies have theorized about the effect of a caring environment for nursing educators and their need to feel safe and cared for by their peers and the institutions for which they work. By examining whether a connection among these factors exists, researchers may reach more conclusions about the challenges for educators of displaying caring attitudes towards students and, in the fullness of time, give greater insight into how student-faculty relationships can be improved.

It became apparent researchers largely examined the faculty role in incivility, which is a legitimate concern. It is essential more research be conducted to determine how students' uncivil behaviour towards faculty may have an influence on the desired academic outcomes of all students and educators. The gap between the incivilities directed towards nursing educators by students and those directed towards students by educators is not often presented, and the stories may be unequally weighted.

Additionally, researchers may want to consider the research potential of investigating uncivil behaviours from faculty to faculty; the resultant atmosphere may also generate unwanted behaviours in the teaching and learning environment. As it relates to power dynamics, a limitation of these findings is that they, like other studies in this review, consider only the student's perspective. The search for this review revealed no literature discussing factors that might make faculty feel the need to exercise their power abusively, whether knowingly or subconsciously.

11. Conclusions

This literature review focused on the determinants of student-faculty relationships and how they can influence the academic outcomes of undergraduate nursing students. Overall, the review shows that although other determinants may impede students from attaining their desired outcome, a significant determinant is student-faculty relationships. Nursing educators must become the frontline defenders of the future of nursing, ensuring that within their practice they are modelling the behaviours that are representative of a nurse. If they are to do so, foundational practices must be at the core of the teaching and learning experience. If the claim is that caring is what defines a nurse, nurse educators need to find unique and authentic approaches to caring for students.

Funding

References

Al-Hussami, M., Saleh, M.Y.N., Hayajneh, F., Abdalkader, R.H., Mahadeen, A.I., 2011. The effects of undergraduate nursing student-faculty interaction outside the classroom on college grade point average. Nurse Educ. Pract. 11, 320–326. https://doi.org/10.1016/j.nepr.2011.02.004.

Amaro, D.J., Abriam-Yago, K., Yoder, M., 2006. Perceived barriers for ethnically diverse students in nursing programs. J. Nurs. Educ. 45, 247–254. Retrieved from. https://insights.ovid.com/nursing-education/jnedu/2006/07/000/perceived-barriers-ethnically-diverse-students/3/00005111.

Bell-Scriber, M.J., 2008. Warming the nursing education climate for traditional-age learners who are male. Nurs. Educ. Perspect. 29, 143–150.

Bergstrom, P., 2010. Process-based assessment for professional learning in higher education: perspectives on the student-teacher relationship. Int. Rev. Res. Open Dist. Learn. 11, 33–48. Retrieved from. https://search.proquest.com/docview/1634478931?pq-origsite=gscholar.

Clark, C., 2008. Student perspectives on faculty incivility in nursing education: an application of the concept of rankism. Nurs. Outlook 56, 4–8. https://doi.org/10.1016/j.outlook.2007.08.003.

Davis, S., Schrader, V., 2009. Comparison of syllabi expectations between faculty and students in a baccalaureate nursing program. J. Nurs. Educ. 48, 125–131. https://doi.org/10.3928/01484834-20090301-03.

Del Prato, D., 2013. Students' voices: the lived experience of faculty incivility as a barrier to professional formation in associate degree nursing education. Nurse Educ. Today 33, 286–290. https://doi.org/10.1016/j.nedt.2012.05.030.

Evans, B.C., 2008. 'Attached at the umbilicus': barriers to educational success for Hispanic/Latino and American Indian nursing students. J. Prof. Nurs. 24, 205–217. https://doi.org/10.1016/j.profnurs.2007.06.026.

Greene Ryan, J., Dogbey, E., 2012. Seven strategies for international nursing student success: a review of the literature. Teach. Learn. Nurs. 7, 103–107. https://doi.org/10.1016/j.teln.2012.01.007.

Hamaideh, S.H., Hamdan-Mansour, A., 2014. Psychological, cognitive, and personal variables that predict college academic achievement among health sciences students. Nurse Educ. Today 34, 703–708. https://doi.org/10.1016/j.nedt.2013.09.010.

Ibrahim, S.A.E.-A., Qalawa, S.A., 2016. Factors affecting nursing students' incivility: as perceived by students and faculty staff. Nurse Educ. Today 36, 118–123. https://doi.org/10.1016/j.nedt.2015.08.014.

Jeffreys, M.R., 2015. Jeffreys's nursing universal retention and success model: overview and action ideas for optimizing outcomes A–Z. Nurse Educ. Today 35, 425–431. https://doi.org/10.1016/j.nedt.2014.11.004.

Labrague, L.J., McEnroe-Petitte, D., Papathanasiou, I.V., Edet, O.B., Arulappan, J., 2015. Impact of instructors' caring on students' perceptions of their own caring behaviors. J. Nurs. Scholarsh. 47, 338–346. https://doi.org/10.1111/jnu.12139.

Lasiter, S., Marchiondo, L., Marchiondo, K., 2012. Student narratives of faculty incivility. Nurs. Outlook 60, 121–126. https://doi.org/10.1016/j.outlook.2011.06.001.

Lee, C.J., 2007. Educational innovations. Academic help seeking: theory and strategies for nursing faculty. J. Nurs. Educ. 46, 468–475. Retrieved from. https://search.proquest.com/docview/203965638/fulltextPDF/E4C1F5BD340B44A1PQ/1?accountid=14474.

Li, J., Zhou, L., Zhu, D., Hu, C., Zhang, X., Xu, Y., 2013. Chinese version of the nursing students' perception of instructor caring (C-NSPIC): assessment of reliability and validity. Nurse Educ. Today 33, 1482–1489. https://doi.org/10.1016/j.nedt.2013.05.017.

Luhanga, F.L., Billay, D., Grundy, Q., Myrick, F., Yonge, O., 2010. The one-to-one relationship: is it really key to an effective preceptorship experience? A review of the literature. Int. J. Nurs. Educ. Scholarsh. 7. https://doi.org/10.2202/1548-923X.2012.

McEnroe-Petitte, D., 2011. Impact of faculty caring on student retention and success. Teach. Learn. Nurs. 6, 80–83. https://doi.org/10.1016/j.teln.2010.12.005.

McGregor, A., 2005. Enacting connectedness in nursing education: moving from pockets of rhetoric to reality. Nurs. Educ. Perspect. 26, 90–95. Retrieved from. https://search.proquest.com/docview/236621885/fulltextPDF/690B98AE81FD4C48PQ/1?accountid=14474.

McGregor, A., 2007. Academic success, clinical failure: struggling practices of a failing student. J. Nurs. Educ. 46, 504–511. Retrieved from. https://search.proquest.com/docview/203935325/fulltextPDF/AE2901DD00BD4E6BPQ/1?accountid=14474.

Mott, J., 2014. Undergraduate nursing student experiences with faculty bullies. Nurse Educ. 39, 143–148. https://doi.org/10.1097/nne.0000000000000038.

Ooms, A., Fergy, S., Marks-Maran, D., Burke, L., Sheehy, K., 2013. Providing learning support to nursing students: a study of two universities. Nurse Educ. Pract. 13, 89–95. https://doi.org/10.1016/j.nepr.2012.07.011.

Read, C.Y., Vessey, J.A., Amar, A.F., Cullinan, D.M., 2013. The challenges of inclusivity in baccalaureate nursing programs. J. Nurs. Educ. 52, 185–190. https://doi.org/10.3928/01484834-20130225-01.

Rumrill Jr., P.D., Fitzgerald, S.M., 2001. Using narrative literature reviews to build a scientific knowledge base. Work 16, 165–170. Retrieved from. http://content.iospress.com/articles/work/wor00173.

Simplicio, J., 2002. Miscommunication in the classroom: what teachers say and what students really hear. In: Educating the 21st Century Student. Authorhouse, United States.