

# Steps Toward a Resilient Future Nurse Workforce

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## Introduction

The psychosocial needs of students are a pressing matter as mental health disorders may later affect nursing students' lives and journeys as professional nurses (Labrague et al., 2017).

Preparing these students to persevere through adversities is essential for maintaining physical, mental, and emotional health throughout their career (Low et al., 2019).

There is a correlation between health professionals' resilience and well-being in the workplace, yet this concept is generally excluded from nursing education. Resilience is a core value and fundamental theme that must be addressed in nursing education.

In search of various nursing curricula around the United States, it was found that courses in student nurses' self-care and resilience were typically not part of the required or elective offerings. Hence, nursing faculty need support in assisting students through these processes.



## Implementation: Resilience-Building

- Mindfulness-based stress reduction strategies
- Meditation and muscle relaxation exercises
- Self-care
- Communication skills and study skills
- Problem-solving and conflict resolution skills
- Life coaching
- Storytelling
- Reflective practice

## Implementation: Faculty Supportive Behaviors

- Being approachable
- Being trustworthy
- Encouraging students to ask questions
- Acknowledging when students have done well
- Listening to students
- Varying teaching methods to meet student needs

## Implementation: Caring Atmosphere of Mentorship

- Meaningful student–faculty collaboration
- Role-modeling strong professional values
- Sharing personal stories of resilience and knowledge gained from adversities
- Peer support and mentoring

## Discussion

The creation of a resilient nurse workforce begins with the mentoring and preparation of students by faculty. Educating faculty on resilience strategies will aid nurse educators to create new instructional approaches or modify existing techniques with students to improve mental health wellness, refine nursing education practices, and ultimately promote more effective learning. We need skilled, caring, competent nurses who can cope with the physical and psychological demands of the nursing profession. It is up to nursing educators to help our students cope with that reality.

## Conclusions

The science of nursing education can be advanced when nursing faculty focus not only on teaching the facts, but also on the caring and wellness of students. Resilience-building, supportive faculty behaviors, and a caring atmosphere of mentorship infused throughout the nursing curriculum may promote the effective transition of students into practice, providing the necessary foundation for improving stress management in the workplace and increasing longevity and satisfaction in the profession.

