

Table 1. Key Learnings Supporting SDOL Domains and Attributes

SDOL Domain and Attributes	Key Learnings
<p>Physical Health</p> <ul style="list-style-type: none"> • Health issues/disabilities • Quality of life related to physical health • Health beliefs • Health care access 	<ul style="list-style-type: none"> • Students who achieve a post-secondary degree experience better physical health than those who do not complete their program (Bradley & Green, 2013). • Quality of life related to physical health has a significant direct impact on academic performance of medical students (Sarwar et al., 2019). • There are significant direct relationships among negative health beliefs, somatic symptoms, and academic stress/performance in college students (Fischer, et al., 2016) • Black/African American and non-traditional college students are more likely to not have health insurance and less access to health care compared to Caucasian and traditional college students (Henry et al., 2018).
<p>Psychosocial Health</p> <ul style="list-style-type: none"> • Perceived stress • Resilience • Ability to set goals • Degree of self-confidence • Student engagement 	<ul style="list-style-type: none"> • Stress has a significant impact on college student performance directly as well as indirectly by its effects on physical and mental health (Larson et al., 2016). • Greater degrees of resilience are associated with greater perceptions of well-being and reduced stress among nursing students which benefit learning (Chow, 2018). • Personalized goal setting significantly increases health professional students' learning engagement, focus on academic goals, and academic performance (Yusuff, 2018). • Increased self-confidence may improve motivation and performance by nursing students in relation to learning (Bradbury-Jones et al., 2007). • Student engagement among college students is positively associated with academic success (Elphinstone & Tinker, 2017).
<p>Economic Stability</p> <ul style="list-style-type: none"> • Necessity to work while in school • Job loss/instability • Living in economically depressed geographic areas • Number of hours worked while in school 	<ul style="list-style-type: none"> • An extensive literature review supported the contention that college student employment during the academic year (compared to employment during breaks) has a negative effect on educational engagement, educational outcomes, and graduation rates (Neyt et al., 2019). • Parental job loss is associated with less likelihood children will achieve college education with the association nearly three times as great for Black/African-American families (Kalil & Wightman, 2011). • Living in economically depressed geographic areas including rural areas negatively impacts access to baccalaureate nursing education (Hawkins, et al., 2018). • Increased number of hours worked by first year BSN nursing students while in school is inversely associated with academic performance (Salamonson et al., 2020).
<p>Physical Environment/Community</p> <ul style="list-style-type: none"> • Community incivility • Workplace violence • Homelessness • Neighborhood safety • Generational poverty 	<ul style="list-style-type: none"> • Greater rates of incivility by staff nurses, faculty, and other health professionals towards nursing students were significantly associated with student burnout and students' reported emotional exhaustion (Babenko-Mould & Laschinger, 2014). • A survey of 657 nursing students found that nearly half experienced some form of physical, psychological, or verbal behavior deemed as workplace violence during clinicals which negatively impacted their work with others, their patient caregiving, and some students considering leaving nursing (Tee et al., 2016). • Students who experienced homelessness as a youth are less likely to enroll and complete college compared to the general young adult population (National Center for Homeless Education, 2018).

	<ul style="list-style-type: none"> • Neighborhood violence is a strong predictor of lower college graduation rates regardless of students' academic performance (Aughinbaugh & Rothstein, 2015). • Poverty across multiple generations is more common among some minority groups which negatively impacts college opportunities for many. For example, 48% of Black/African-American families have lived in disadvantaged communities for more than two generations (Sharkey, 2013).
<p>Social Environment/Community</p> <ul style="list-style-type: none"> • Social supports/social networks • Family emotional support • Discrimination perceptions • Culturally and Linguistically Diverse Backgrounds 	<ul style="list-style-type: none"> • Cumulative impact of exclusion is a lack of belongingness among minority nursing students and is associated with student disengagement across all aspects of the educational experience and decreased student retention (Metzger et al., 2020) • For college students from disadvantaged backgrounds, there was a significant and positive association between emotional support by family members and students' psychological well-being, sense of belonging, and students' engagement with faculty and their schoolwork. There were no significant associations between family's financial support and these student outcomes (Roksa & Kinsley, 2019). • Perceptions of racial discrimination is associated with decreased persistence and completion rates among college students (Ryabov, 2016). • Nursing students with English as a second language face challenges with higher program attrition rates and lower NCLEX pass rates due to not only language barriers, but also cultural, academic, and personal barriers (Olson, 2012).
<p>Self-Motivation</p> <ul style="list-style-type: none"> • Motivation to learn • Critical thinking skills • Focus of attention • Lifestyle choices 	<ul style="list-style-type: none"> • Self-belief is identified as a key dimension of motivation for learning influencing college students' success (Edgar et al., 2019). • Greater critical thinking scores were predictive of higher three-year nursing program completion rates (Pitt et al., 2015). • Although more research is needed to examine long-term benefits of mindfulness on academic performance, there is some evidence that mindfulness training for nursing students improves short-term academic performance through increasing students' ability to pay attention (Lin & Mai, 2018). • Failure to healthy lifestyle choices is associated with lower grade point averages among college students which is of concern given the high incidence of physical inactivity and inadequate nutrition among college students globally (Wald et al., 2014).