International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

Multidimensional Factors Associated with Self-Harm and Related Psychological Outcomes Among Nursing Students: A Systematic Review

Badrul Munif[1,2*], Kasmah Wati Pardi[1], Rudiyanto[1,2], Ervia Toga[2], Meidiana Dwidiyanti[3]

[1] Department of Nursing, School of Nursing & Applied Science, Lincoln University College, Petaling Jaya 47301, Selangor, Malaysia

[2] Department of Nursing & Psychology, University of Dr. Soekardjo, Banyuwangi, Jawa Timur 68422, Indonesia

[3] Professor in Department of Nursing, University of Diponegoro, Semarang, Jawa Tengah 50275, Indonesia

ABSTRACT: Self-harm and related psychological outcomes are significant mental health concerns among nursing students. These outcomes include self-harm behavior, non-suicidal self-injury (NSSI), suicidal ideation or behavior, self-injury ideation, and exposure to self-harm during clinical practice. This systematic review aimed to synthesize multidimensional factors associated with self-harm and related psychological outcomes among nursing students. A systematic literature search was conducted in Scopus, PubMed, ScienceDirect, CINAHL, and Web of Science for English-language articles published between 2019 and 2026. Study selection followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. Methodological quality was assessed using Joanna Briggs Institute (JBI) critical appraisal tools appropriate to each study design. Findings were synthesized using a narrative thematic approach. Eight studies met the eligibility criteria. Four domains of associated factors were identified: (1) personal factors, including psychological distress, emotion-regulation difficulties, self-regulatory fatigue, experiential avoidance, emotional intelligence, and resilience; (2) academic factors, including academic demands and performance pressure where reported; (3) clinical factors, including stressful practicum experiences and witnessing patients' self-harm; and (4) social and institutional factors, including support, clinical supervision, and debriefing. The findings indicate that multiple personal, academic, clinical, and social conditions are relevant to self-harm and related psychological outcomes among nursing students. However, the included studies assessed heterogeneous outcomes, and associations should be interpreted according to each study's outcome and design. Nursing educational institutions may consider mental health services, emotion-regulation initiatives, supportive clinical supervision, and post-incident debriefing. Further longitudinal and intervention studies are needed to clarify these relationships and evaluate preventive strategies.

KEYWORDS: Self-Harm, Non-Suicidal Self-Injury, Nursing Students, Emotion Regulation, Psychological Distress, Systematic Review

INTRODUCTION

Self-harm is an important mental health concern among adolescents and young adults (Tan et al., 2025). Terminology varies across research contexts. Non-suicidal self-injury (NSSI) refers to deliberate self-injury without suicidal intent, whereas suicidal ideation refers to thoughts about ending one's life and should not be classified as an act of self-harm. Some studies also examine self-injury ideation or exposure to another person's self-harm; these are distinct experiences and should be interpreted separately. Self-injury may occur in the context of psychological distress, anxiety, depression, or difficulties managing emotions (Musslifah et al., 2024). Self-harm and suicidal outcomes are important because of their associations with psychological well-being and potential suicide risk (X. Zhou et al., 2024). Evidence from previous research indicates that nursing students may experience self-harm and related suicidal outcomes. A systematic review by Groves et al. (2023) identified evidence of suicidal thoughts and behaviors among student nurses and midwives, including findings from a large Swedish cohort. However, further epidemiological research is needed to clarify the frequency and correlates of distinct self-harm-related outcomes specifically among nursing students.

The academic stress faced by nursing students is caused by several academic stressors, namely a busy clinical schedule, emotional distress when dealing with critically ill patients or death, and significant changes in social and personal life. These conditions may contribute to psychological vulnerability among nursing students and have been associated with self-harm and related mental health difficulties (Groves et al., 2023). Previous studies have identified self-harm and related psychological difficulties among nursing

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

students, highlighting the importance of understanding the factors associated with these behaviors. Factors include academic stress and clinical demands, difficulties in adapting to the practice environment, and emotional distress that arises during clinical practice (Sun et al., 2024). High levels of academic stress, physical and emotional exhaustion, and limited preparedness for clinical practice may be associated with psychological distress and related mental health difficulties among nursing students (Andargeery et al., 2024). Previous research has identified various factors associated with self-harm in nursing students, such as academic stress, depression, anxiety, burnout, low resilience, and lack of social support (Musslifah et al., 2024). Personal factors such as difficulties in emotion regulation, perfectionism, and low self-esteem have also been associated with self-harm behaviors (Putri & Hariyono, 2023). Furthermore, educational environmental factors, including a competitive academic culture and inadequate psychological support, exacerbate this condition (Guo et al., 2026). Ironically, although nursing students learn about mental health as part of the curriculum, stigma, fear of negative evaluation, and concerns about academic repercussions often prevent them from seeking professional help (S. C. Zhou et al., 2024).

Although several studies have explored self-harm and related psychological outcomes among nursing students, the available evidence is dispersed across different designs, populations, and outcome definitions. Some studies examine students' own self-harm or NSSI, whereas others focus on suicidal ideation, self-injury ideation, or exposure to self-harm during clinical practice. Synthesizing these findings requires explicit distinctions between outcomes while considering the personal, academic, clinical, and social contexts in which they occur. Therefore, this systematic review aims to synthesize multidimensional factors associated with self-harm and related psychological outcomes among nursing students and to describe potential interactions suggested by the evidence.

This review organizes the available findings into a multidimensional framework comprising personal, academic, clinical, and social/institutional domains. Its contribution is to map factors reported across heterogeneous self-harm-related outcomes while preserving the distinctions among actual self-harm/NSSI, ideation-related outcomes, and exposure to patients' self-harm. The framework is intended to summarize patterns and generate hypotheses for future research; it should not be interpreted as a validated causal model.

MATERIALS AND METHODS

Research design

This study employed a systematic review design, aiming to systematically identify, evaluate, and synthesize current scientific evidence regarding multidimensional predisposing factors for self-harm in nursing students. The systematic review design was chosen because it allowed researchers to integrate findings from various primary studies in a transparent and structured manner, resulting in a comprehensive understanding of the phenomenon under study (Page et al., 2021).

Search methods

A systematic literature search was conducted across five electronic databases: Scopus, PubMed, ScienceDirect, CINAHL, and Web of Science. The search aimed to identify primary studies examining factors associated with self-harm and related psychological outcomes among nursing students. The search was conducted in July 2026 and covered articles published between January 2019 and July 2026.

The search strategy combined keywords and Medical Subject Headings (MeSH), where applicable, related to self-harm and nursing students using Boolean operators (AND and OR). The main search terms included "self-harm," "non-suicidal self-injury," "self-injury," "suicidal ideation," "self-injury ideation," "nursing students," and "student nurses." The core search strategy was formulated as follows: ("self-harm" OR "non-suicidal self-injury" OR "self-injury" OR "suicidal ideation" OR "self-injury ideation") AND ("nursing students" OR "student nurses").

Additional terms related to risk factors, psychological distress, emotion regulation, academic stress, and clinical experiences were considered where appropriate to the database search interface. Search syntax and field specifications were adapted to the requirements of each database to maximize the retrieval of relevant studies. The search was limited to English-language primary research articles published between January 2019 and July 2026. Studies involving undergraduate or diploma nursing students were considered eligible when nursing student data could be identified separately. Reference lists of relevant articles were also manually screened to identify additional potentially eligible studies. All retrieved records were collected for screening, and duplicate records were identified and removed before title and abstract screening. The remaining records underwent full-text assessment according to the predefined inclusion and exclusion criteria. The complete study identification and selection process is presented in the PRISMA 2020 flow diagram.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

Inclusion and exclusion criteria

Inclusion and exclusion criteria were established to ensure the relevance and quality of the studies included in this systematic review. The inclusion and exclusion criteria are detailed in **Table 1** as follows:

Table 1. Inclusion and exclusion criteria

Inclusion criteria	exclusion criteria
1. Primary research articles using quantitative, qualitative, cohort, cross-sectional, or mixed-methods designs. 2. Studies involving undergraduate or diploma nursing students, with nursing-student data separately identifiable where other populations were also included. 3. Studies examining at least one self-harm-related outcome: self-harm behavior, NSSI, suicidal ideation or behavior, self-injury ideation/experiences, or exposure to self-harm during clinical practice. 4. Studies reporting factors, experiences, or contextual conditions associated with these outcomes. 5. Articles published in English between 2019 and 2026 and available in full text.	1. Editorials, commentaries, letters to the editor, protocols, and non-systematic reviews. 2. Studies involving qualified nurses without separately extractable nursing-student data. 3. Studies that did not report any of the prespecified self-harm-related outcomes. 4. Articles with insufficient information to determine eligibility after full-text assessment.

Screening of articles

The study selection process followed the PRISMA 2020 guidelines. A total of 1,200 records were identified from five electronic databases: Scopus (n = 412), PubMed (n = 286), ScienceDirect (n = 198), CINAHL (n = 140), and Web of Science (n = 164). After removing 350 duplicate records, 850 records remained for title and abstract screening. Of these, 700 records were excluded, and 150 reports were assessed for eligibility through full-text review. Following the full-text assessment, 142 reports were excluded for the following reasons: ineligible population (n = 100), absence of relevant self-harm-related outcomes (n = 20), and insufficient information to determine eligibility (n = 22). Consequently, eight studies met the eligibility criteria and were included in the final systematic review. The selection process is presented in **Figure 1.**

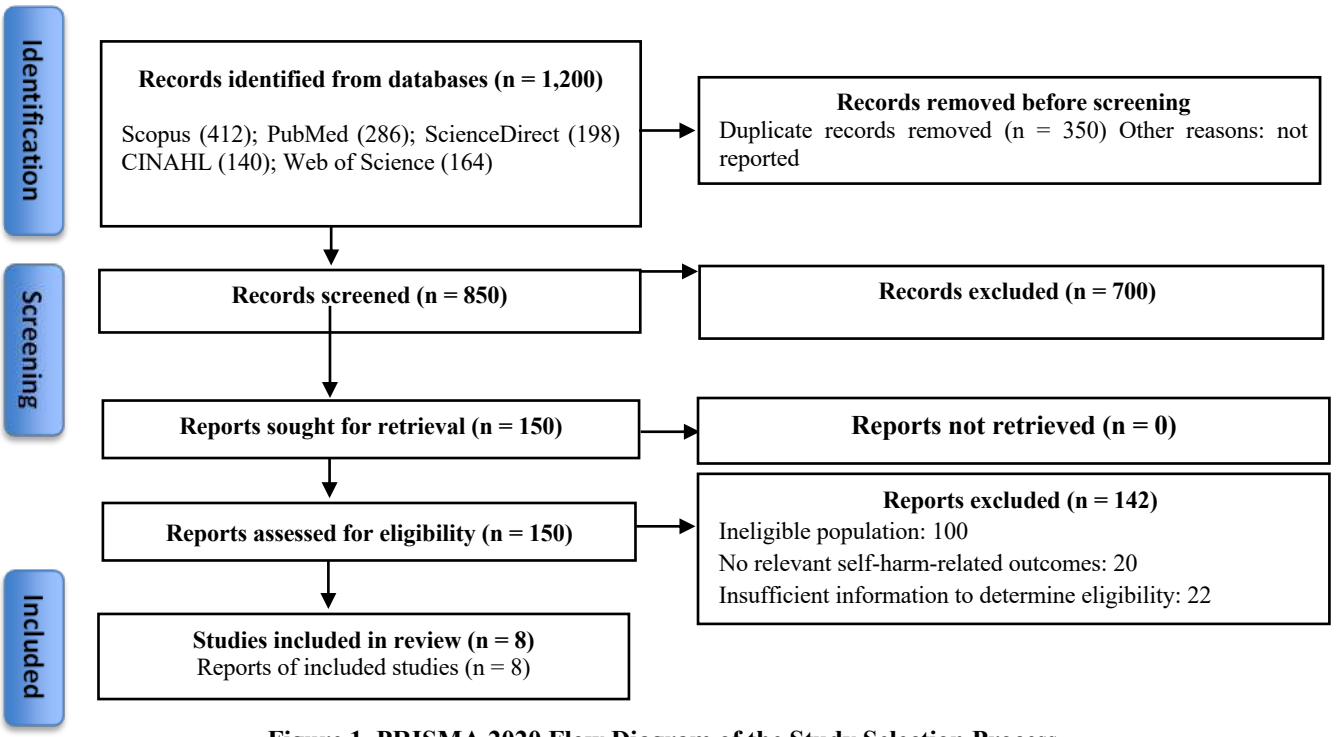


Figure 1. PRISMA 2020 Flow Diagram of the Study Selection Process

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

Data extraction

Data were extracted using a standardized form covering study characteristics, design, population, measures, outcomes, and reported associated factors. To avoid conceptual overlap, outcomes were classified into distinct categories: (1) self-harm behavior, referring to deliberate self-injury, with suicidal intent recorded where reported; (2) non-suicidal self-injury (NSSI), referring to deliberate self-injury without suicidal intent; (3) suicidal ideation or suicidal behavior, including thoughts, plans, or attempts, which were recorded separately from NSSI; (4) self-injury ideation or contemplation, referring to thoughts or consideration of self-injury without assuming that an act occurred; and (5) exposure to self-harm, referring to students' experience of witnessing or encountering self-harm among patients during clinical practice. Exposure to another person's self-harm is a clinical experience and is not classified as self-harm behavior by the student. These outcome categories were analyzed separately during narrative synthesis. The extracted study characteristics are presented in **Table 2.**

Table 2. Data Extraction Matrix

Article Number	Article details (Author, Year, Journal & DOI)	Country	Study Design	Sample / Population	Measurement Tools	Self-Harm-Related Outcomes	Associated Factors	Main Findings	Study Characteristics
1.	Lageborn et al. (2023), Social Psychiatry and Psychiatric Epidemiology & DOI: https://doi.org/10.1007/s00127-023-02484-2	Swedish	Cohort registry study	University students; nursing-program subgroup reported separately	National registry linkage	Suicide and self-harm outcomes	Previous psychiatric vulnerability, including history of psychiatric disorders or hospitalization, and program-specific characteristics.	The study identified differences in suicide and self-harm risks across university programs and sex, including findings relevant to nursing and healthcare students.	Large population-based registry study.
2.	Xue et al. (2025), *BMC Psychology* & DOI: https://doi.org/10.1186/s40359-025-02589-0	China	Cross-sectional	Nursing students	Using standardized scales: GIQ, ASIS, SRFC, AAQ II, ASRLECS.	Suicidal ideation	Self-regulatory fatigue, experiential avoidance, and negative life events.	Self-regulatory fatigue was associated with suicidal ideation, while experiential avoidance and negative life events were examined as mediating and moderating variables, respectively.	Cross-sectional study using standardized measurement instruments.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

3.	Nur Halimah et al. (2025), *Psychiatry Nursing Journal* & DOI: https://doi.org/10.20473/pnj.v7i2.76739	Indonesia	cross-sectional	Nursing students	Difficulties in emotion regulation scale	Non-suicidal self-injury (NSSI)	Emotional dysregulation.	Emotional dysregulation was associated with NSSI among nursing students.	Cross-sectional study focusing on emotion regulation and NSSI.
4.	Sun et al. (2024), Nurse Education in Practice & DOI: https://doi.org/10.1016/j.nepr.2024.104137	Taiwan	Qualitative	Nursing students	Interviews	Self-injury contemplation or ideation during clinical practicum.	Clinical practicum experiences and related emotional stressors.	Participants described experiences of contemplating self-injury during clinical practicums, highlighting the emotional challenges associated with clinical training.	Qualitative phenomenological study.
5.	Huff et al. (2026), Journal of Advanced Nursing & DOI: https://doi.org/10.1111/jan.70363	USA	Cross-sectional	Nursing students	Suicide risk scales	Suicidal ideation, plans, attempts, and NSSI.	Depression and anxiety.	The study examined multiple suicide-related outcomes among nursing students, including suicidal ideation, suicide plans, suicide attempts, and NSSI.	Cross-sectional study examining multiple suicide-related outcomes.
6.	Safira et al. (2022), Nurse Media Journal of Nursing & DOI: https://doi.org/10.14710/nmjn.v12i1.41571	Indonesia	Cross-sectional	Nursing students	Emotion regulation scale	Self-injury status or self-harm-related behavior.	Emotion regulation.	The study examined the relationship between emotion regulation and self-injury status among	Cross-sectional study examining emotion regulation and self-

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

								nursing students.	injury status.
7.	Stockton et al. (2025), International Journal of Mental Health Nursing & DOI: https://doi.org/10.1111/inm.70200	UK	Cross-sectional mixed-method survey	Mental health nursing students	Survey + thematic analysis	Exposure to or witnessing patients' self-harm during clinical placement.	Clinical preparation, emotional responses, supervision, and support.	Students reported emotional and professional challenges associated with witnessing service users' self-harm during clinical placements, highlighting the importance of appropriate preparation and support.	Mixed-methods study combining quantitative and qualitative findings.
8.	Roushdy Hashem et al. (2025), *Egyptian Journal of Health Care* & DOI: https://doi.org/10.21608/ejhc.2025.449982	Egypt	Cross-sectional	Nursing students	Emotional Intelligence Scale	NSSI among nursing students.	Emotional intelligence and resilience.	The study investigated the relationships between emotional intelligence, resilience, and NSSI among nursing students.	Cross-sectional study examining emotional intelligence, resilience, and NSSI.

Quality appraisal

Methodological quality was assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Tools selected according to each study's design, including cohort, analytical cross-sectional, and qualitative checklists. For the mixed-methods study by Stockton et al. (2025), the quantitative and qualitative components were appraised separately using the corresponding JBI checklists. Two reviewers independently assessed each item as Yes, No, Unclear, or Not Applicable, with disagreements resolved through discussion and, where necessary, consultation with a third reviewer. For descriptive presentation, the JBI percentage score was calculated as the number of Yes responses divided by the number of applicable items, multiplied by 100. The review used operational categories of high (80–100%), moderate (60–79%), and low (below 60%); these are review-specific descriptive bands and are not official JBI classifications. All studies that met the eligibility criteria were retained regardless of appraisal category. The appraisal findings were used to qualify the interpretation of the evidence rather than as an automatic exclusion criterion.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

Table 3. Methodological Quality Assessment (JBI Critical Appraisal Detail)

Article Number	Author	Study Design	JBI Checklist	Yes	No	Unclear	Not Applicable	JBI score (%)	Quality
1.	Lageborn et al. (2023)	Cohort	11	10	0	1	0	90.91	High
2.	Xue et al. (2025)	Cross-sectional	8	8	0	0	0	100	High
3.	Nur Halimah et al. (2025)	Cross-sectional	8	3	2	3	0	37.50	Low
4.	Sun et al. (2024)	Qualitative	10	4	0	6	0	40	Low
5.	Huff et al. (2026)	Cross-sectional	8	2	0	6	0	25	Low
6.	Safira et al. (2022)	Cross-sectional	8	6	2	0	0	75	Moderate
7.	Stockton et al. (2025)	mixed-method survey (Cross-sectional & Qualitative)	8	2	4	2	0	25.00	Low
			10	7	0	3	0	70	Moderate
8.	Roushdy Hashem et al. (2025)	Cross-sectional	8	2	1	5	0	25	Low

Data analysis

Findings were synthesized narratively. Relevant findings from each study were extracted and coded according to the specific outcome assessed and the factors reported by the original authors. Codes were then grouped into four broad domains—personal, academic, clinical, and social/institutional factors—while preserving distinctions between self-harm/NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm. Because study designs, measures, and outcomes differed, the synthesis focused on patterns and contextual relationships rather than estimating a pooled effect or assuming causality.

RESULTS

Characteristics and Quality of Studies

Eight studies met the eligibility criteria and were included in this systematic review. The studies were conducted across seven countries: Sweden, China, Indonesia, Taiwan, the United States, the United Kingdom, and Egypt. The included studies employed cohort, cross-sectional, qualitative, and mixed-methods designs. Their populations, measurement instruments, and self-harm-related outcomes varied considerably, encompassing self-harm or NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm during clinical placements. These outcomes were treated as distinct constructs throughout the synthesis.

Table 4. Summary of Study Characteristics and Study Quality

Study Characteristics	Study Quality
Study characteristics: 1. Eight studies from Sweden, China, Indonesia, Taiwan, the United States, the United Kingdom, and Egypt. 2. Designs included cohort, cross-sectional, qualitative, and mixed-methods studies. 3. Outcomes included self-harm/NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm. 4. Measures varied across registry data, standardized or study-specific scales, and qualitative interviews/surveys.	JBI appraisal identified variation in methodological quality across studies. Review-specific descriptive scores ranged from low to high. Some studies had limitations or unclear reporting concerning sampling, measurement validity, confounding, or methodological transparency. The quantitative and qualitative components of Stockton et al. (2025) were assessed separately. Studies were retained because they met the eligibility criteria; appraisal findings were considered when interpreting the evidence. These scores do not establish that any study was entirely free from risk of bias.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

Factors of Multidimensional Predispositions to Self-harm in Nursing Students

The narrative synthesis identified factors across four broad domains: personal, academic, clinical, and social/institutional. Not every domain was assessed in every study, and the evidence differed according to whether the study measured students' own self-harm/NSSI, ideation-related outcomes, or exposure to patients' self-harm. The domains therefore represent an organizing framework for the reported findings rather than four uniformly established causal determinants.

Table 5. Multidimensional Factors Associated with Self-Harm-Related Outcomes Among Nursing Students

Personal Factors	Academic Factors	Clinical factors	Social Factors
Personal factors reported in the included studies: 1. Psychological distress and emotion-regulation difficulties. 2. Self-regulatory fatigue and experiential avoidance (in relation to suicidal ideation). 3. Emotional intelligence and resilience (examined in relation to NSSI). 4. Prior psychiatric vulnerability where reported	Academic/contextual factors: 1. Academic demands and performance pressure where directly reported. 2. Stress associated with educational demands Interpret cautiously: not all included studies directly tested academic stress against students' own self-harm/NSSI.	Clinical factors and exposure: Stressful clinical-practicum experiences 1. Contemplating self-injury during clinical practicums 2. Witnessing patients'/service users' self-harm 3. Need for preparation, supervision, and debriefing Exposure to another person's self-harm is not the student's own self-harm.	Social/institutional factors: Social and institutional support where reported 1. Clinical supervision and debriefing 2. Social and institutional support where reported.

Personal factors included psychological distress and emotion-regulation difficulties in studies examining self-harm-related outcomes, as well as self-regulatory fatigue and experiential avoidance in a study focused on suicidal ideation. Emotional intelligence and resilience were examined in relation to NSSI in another study. Academic demands and stress were considered as contextual factors, although direct evidence linking them to students' own self-harm varied. Clinical factors included stressful practicum experiences and witnessing patients' self-harm; the latter represents exposure to a clinical event, not self-harm by the student. Social and institutional factors included support, supervision, and the availability of debriefing or psychological assistance where these were reported.

Conceptual Model of Interaction of Multidimensional Predisposing Factors of Self-Harm in Nursing Students

Figure 2 presents a conceptual framework organizing the factors reported across the included studies into personal, academic, clinical, and social/institutional domains. It also distinguishes proximal psychological processes, potential protective or risk-modifying conditions, and the different self-harm-related outcomes. The framework is a narrative synthesis proposed by the authors; the included studies do not establish every pathway or causal relationship depicted.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

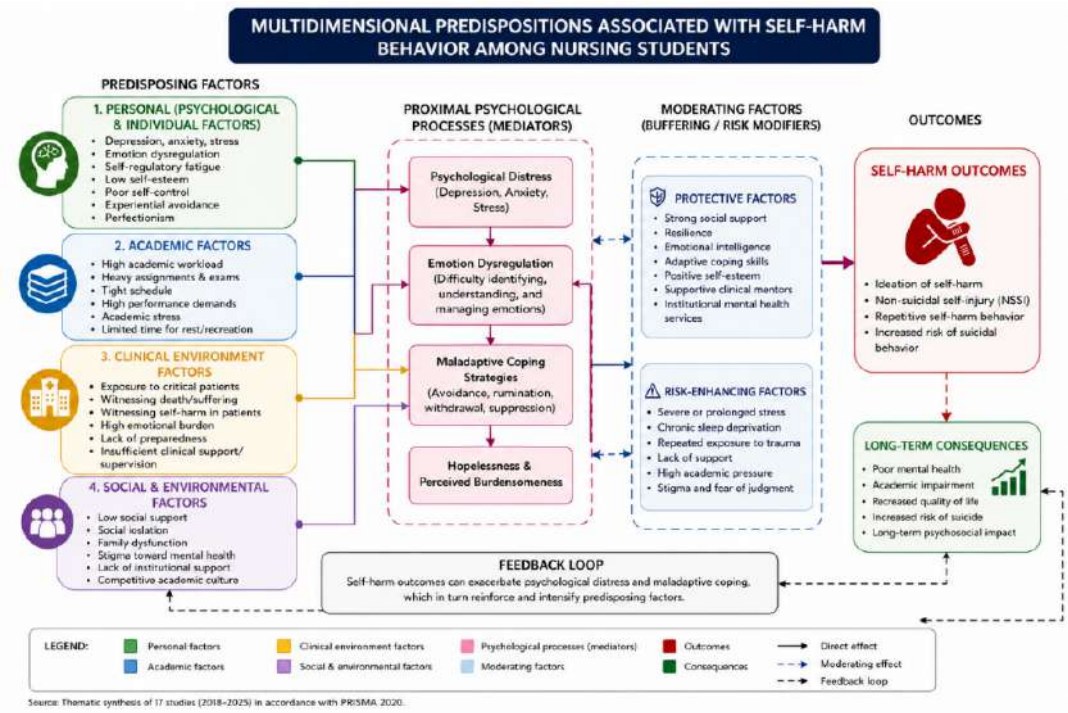


Figure 2. A Conceptual Framework of Factors Influencing Self-Harm Behavior in Nursing Students

Figure 2 should be interpreted as a conceptual map of relationships suggested by the included evidence, not as a tested causal model. Personal psychological characteristics, academic demands, clinical experiences, and social or institutional conditions may intersect and may be relevant to different self-harm-related outcomes. However, actual self-harm/NSSI, suicidal ideation, self-injury ideation, and exposure to patients' self-harm are distinct outcomes. The available studies do not establish that all pathways shown lead to students' self-harm behavior, nor do they confirm feedback loops or long-term consequences. Longitudinal and intervention research is required to test these proposed relationships.

DISCUSSION

The findings of this systematic review suggest that personal, academic, clinical, and social/institutional factors are relevant to self-harm and related psychological outcomes among nursing students. However, the included studies assessed heterogeneous outcomes, including students' own self-harm or NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm during clinical practice. These outcomes should not be treated as interchangeable. The following discussion therefore interprets each factor in relation to the outcome and design of the contributing studies.

Personal factors were prominent across several studies, although the outcomes differed. Nur Halimah et al. (2025) and Safira et al. (2022) examined emotion-regulation difficulties in relation to self-injury or self-harm status among nursing students. Roushdy Hashem et al. (2025) examined emotional intelligence and resilience in relation to NSSI. Xue et al. (2025), by contrast, focused on suicidal ideation and reported a role for self-regulatory fatigue, experiential avoidance, and negative life events. These findings suggest that emotion-related processes may be relevant to more than one form of psychological difficulty, but they do not demonstrate that suicidal ideation and NSSI are the same outcome. Associations should be interpreted in light of each study's measurement and cross-sectional or observational design.

Psychological distress, emotion-regulation difficulties, self-regulatory fatigue, and experiential avoidance may help explain how students respond to distressing experiences. Nevertheless, the evidence is not uniform: some studies assessed NSSI or self-harm status, whereas Xue et al. (2025) assessed suicidal ideation. Therefore, self-regulatory fatigue and experiential avoidance should be described as factors associated with suicidal ideation in that study, not as direct evidence of actual self-harm behavior. Similarly,

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

emotional intelligence and resilience should be reported according to the direction and statistical findings presented in Roushdy Hashem et al. (2025), rather than being assumed to have a protective effect without reference to the original results.

Academic demands may form an important part of the broader context of nursing education. However, the included studies do not provide equally direct evidence that academic workload or performance pressure predicts students' own self-harm. Academic stress should therefore be discussed as a possible contextual stressor and not as an established causal determinant unless a primary study directly measured and analyzed its association with the relevant self-harm outcome. Evidence from studies of general university or adolescent populations may provide background context, but it should not be presented as direct evidence specific to nursing students.

Clinical experiences are another relevant domain, but the type of evidence requires careful interpretation. Sun et al. (2024) explored nursing students' experiences of contemplating self-injury during clinical practicums, while Stockton et al. (2025) examined the experiences of mental health nursing students who witnessed self-harm among service users. Stockton et al. therefore provides evidence about exposure to patients' self-harm and students' responses to that exposure; it does not show that witnessing self-harm caused students to engage in self-harm themselves. These findings support attention to preparation, clinical supervision, debriefing, and psychological support during placements.

Social and institutional conditions may influence students' ability to seek help and manage psychological distress. The included studies provide evidence of support-related experiences and of resilience as a relevant construct, but the specific social factors and their associations differ across studies. Claims about social isolation, family dysfunction, stigma, or institutional support should be retained only where the primary study actually measured or reported them. Strong social support may be a plausible protective resource, but causal or protective effects should not be asserted from descriptive or cross-sectional evidence alone.

Taken together, the findings support a multidimensional framework for understanding self-harm-related outcomes in nursing students. Personal, academic, clinical, and social/institutional conditions may interact, but the current evidence does not confirm a single causal cycle or feedback loop. The conceptual model should therefore be viewed as a hypothesis-generating synthesis that can guide future longitudinal and intervention research.

IMPLICATIONS AND LIMITATIONS

The findings have practical implications for nursing educational institutions. Accessible and confidential mental health services, education in emotion regulation and stress management, supportive academic policies, and structured clinical supervision may help address students' psychological needs. For students exposed to patients' self-harm during clinical placements, preparation, supportive supervision, and post-incident debriefing may be particularly relevant. These measures are recommendations informed by the themes of the review and should not be interpreted as interventions whose effectiveness was established by the included studies.

This review has several limitations. First, the included studies used heterogeneous designs, measures, populations, and self-harm-related outcomes, limiting direct comparability. Actual self-harm/NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm are distinct constructs and should not be interpreted as equivalent. Second, many included studies were cross-sectional, limiting conclusions about temporality and causality. Third, some studies relied on self-report or study-specific measures, and methodological appraisal identified limitations or unclear reporting in several articles. Fourth, cultural and educational differences across countries may affect transferability. Finally, the synthesis organizes reported associations into broad domains, but the evidence does not establish all proposed interactions or causal pathways.

CONCLUSION

This systematic review identified personal, academic, clinical, and social/institutional factors associated with self-harm and related psychological outcomes among nursing students. The included studies examined different outcomes, including self-harm/NSSI, suicidal ideation or behavior, self-injury ideation, and exposure to patients' self-harm during clinical practice. Personal factors such as psychological distress and emotion-regulation difficulties were reported in studies of students' self-harm-related outcomes, while other studies highlighted self-regulatory fatigue, experiential avoidance, resilience, and clinical experiences. These findings should be interpreted according to the specific outcome and design of each study; they do not establish that all identified factors are causal predictors of students' self-harm behavior. Nursing education institutions may consider accessible mental health support, emotion-regulation and stress-management resources, supportive clinical supervision, and post-incident debriefing. Further longitudinal and intervention studies are needed to clarify temporal relationships and evaluate preventive strategies.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 09 Issue 11 November 2026
DOI: 10.47191/ijcsrr/V9-i11-21, Impact Factor: 8.048
IJCSRR @ 2026
www.ijcsrr.org

ETHICS APPROVAL AND CONSENT TO PARTICIPATE

This systematic review did not require ethical approval because it synthesized findings from previously published studies and did not involve recruiting human participants or collecting new individual-level data. The review was conducted in accordance with applicable research integrity and publication ethics principles.

ACKNOWLEDGMENTS

The authors would like to thank all parties who contributed to the preparation of this systematic review, particularly the educational institutions that supported the research process and the previous researchers whose work served as the basis for this synthesis. Appreciation is also extended to the independent reviewers who assisted in the selection process and quality assessment of the articles.

FUNDING

No specific funding was received for this research.

AUTHOR CONTRIBUTION

All authors contributed to writing and approving the final version of this manuscript. The distribution of author contributions is detailed as follows:

Badrul Munif: contributed to the research conceptualization, literature search, data analysis, and manuscript preparation.
Kasmah Wati Pardi: contributed to the supervision, methodological validation, and critical revision of the manuscript.
Rudiyanto & Ervia Toga: involved in the data extraction and thematic analysis.
Meidiana Dwidiyanti: contributed to the final review, scientific validation, and manuscript refinement.

Declaration of use of AI in scientific writing

In preparing this manuscript, the authors used artificial intelligence (AI) technology to assist with grammar correction, sentence structure, and academic style refinement. The authors remain responsible for the scientific content, analysis, interpretation, and conclusions. AI assistance does not replace critical appraisal, author judgment, or responsibility for the integrity of the research. AI-based tools were also used to assist in developing the conceptual illustration presented in Figure 2. The authors reviewed, evaluated, and take responsibility for the accuracy and interpretation of the final figure.

Conflict of interest

The authors declare that there are no conflicts of interest, either financial or non-financial, that could influence the results or interpretation of this research.

REFERENCES

1. Andargeery, S. Y., Taani, M. H., Alhalwani, R. A., & El-Gazar, H. E. (2024). Psychological Distress, Academic Stress, and Burnout among Saudi Undergraduate Nursing Students. *Journal of Clinical Medicine*, *13*(12), 3357. https://doi.org/10.3390/jcm13123357
2. Groves, S., Lascelles, K., & Hawton, K. (2023). Suicide, self-harm, and suicide ideation in nurses and midwives: A systematic review of prevalence, contributory factors, and interventions. *Journal of Affective Disorders*, *331*, 393–404. https://doi.org/10.1016/j.jad.2023.03.027
3. Guo, X., Mueller, M. A. E., Armitage, J. M., Bonell, C., Ford, T. J., John, A., Lewis, G., Murphy, S., Ploubidis, G., Rice, F., Sullivan, A., & Lewis, G. (2026). The association between academic pressure and adolescent depressive symptoms and self-harm: a longitudinal, prospective study in England. *The Lancet Child & Adolescent Health*, *10*(4), 265–272. https://doi.org/10.1016/S2352-4642(25)00342-6
4. Huff, A. E., Grigorova, B., McDermott, R. C., Graves, R. J., & Williams, S. (2026). Suicide Risk and Protective Factors in Nursing Students in the United States. *Journal of Advanced Nursing*. https://doi.org/10.1111/jan.70363
5. Lageborn, C. T., Bjureberg, J., Song, J., Runeson, B., Möller, J., Ljung, R., & Dahlin, M. (2023). Risk of suicide and self-harm in university students entering different university programs – a national register-based cohort study in Sweden. *Social Psychiatry and Psychiatric Epidemiology*, *58*(8), 1139–1149. https://doi.org/10.1007/s00127-023-02484-2

6. Musslifah, A. R., Tjahjono, H. K., Khilmiyah, A., & Suud, F. M. (2024). Forms of Self-Harm Behavior in Adolescent Students at Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, *7*(2), 338–356. https://doi.org/10.31538/nzh.v7i2.4788
7. Nur Halimah, F., Warsini, S., & Setiyarini, S. (2025). Emotional Dysregulation and its Association with Non-Suicidal Self-Injury Among Nursing Students at Universitas Gadjah Mada. *Psychiatry Nursing Journal*, *7*(2), 99–111. https://doi.org/10.20473/pnj.v7i2.76739
8. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*, n71. https://doi.org/10.1136/bmj.n71
9. Putri, A. W. R., & Hariyono, D. S. (2023). Correlation Between Emotion Regulation And Self-Harm Tendencies in College Students. *Psikodimensia*, *22*(2), 103–110. https://doi.org/10.24167/psidim.v22i2.4933
10. Roushdy Hashem, S., Abd Allah Montaser, A., & Maher Alhalawany, R. (2025). The Interplay of Emotional Intelligence and Resilience in Predicting Non- Suicidal Self-Injury among Nursing Students. *Egyptian Journal of Health Care*, *16*(2), 1490–1513. https://doi.org/10.21608/ejhc.2025.449982
11. Safira, D. A. N., Hidayati, N. O., & Sari, C. W. M. (2022). Emotion Regulation and Self-Injury Status among Nursing Students: A Cross-Sectional Study. *Nurse Media Journal of Nursing*, *12*(1), 32–41. https://doi.org/10.14710/nmjn.v12i1.41571
12. Stockton, J., Lui, S., Stephenson, J., Hayes, M. C., Solomon, D., Haslam, M., & Hemingway, S. (2025). Pre-Registration Mental Health Nursing Students Who Witness Self-Harm Amongst Service Users During Placement: A Cross-Sectional Study. *International Journal of Mental Health Nursing*, *34*(6). https://doi.org/10.1111/inm.70200
13. Sun, F.-K., Long, A., Lin, P.-M., Wu, N.-C., & Yao, Y. (2024). Exploring nursing students' experiences of contemplating self-injury during their clinical practicums: A phenomenological study. *Nurse Education in Practice*, *80*, 104137. https://doi.org/10.1016/j.nepr.2024.104137
14. Tan, J., Shu, Y., Li, Q., Liang, L., Zhang, Y., Zhang, J., Wu, G., & Luo, Y. (2025). Global, regional, and national burden of self-harm among adolescents aged 10-24 years from 1990 to 2021, temporal trends, health inequities and projection to 2041. *Frontiers in Psychiatry*, *16*, 01–18. https://doi.org/10.3389/fpsyt.2025.1564537
15. Xue, J., Dong, P., Sentian, Y., Wenzheng, F., Yuhuan, Z., Dong, C., Xuanye, H., & Hongyanjun, L. (2025). The impact of self-regulatory fatigue on suicidal ideation in nursing students: the mediating role of experiential avoidance and the moderating role of negative life events. *BMC Psychology*, *13*(1). https://doi.org/10.1186/s40359-025-02589-0
16. Zhou, S. C., Zhou, Z., Tang, Q., Yu, P., Zou, H., Liu, Q., Wang, X. Q., Jiang, J., Zhou, Y., Liu, L., Yang, B. X., & Luo, D. (2024). Prediction of non-suicidal self-injury in adolescents at the family level using regression methods and machine learning. *Journal of Affective Disorders*, *352*, 67–75. https://doi.org/10.1016/j.jad.2024.02.039
17. Zhou, X., Li, R., Cheng, P., Wang, X., Gao, Q., & Zhu, H. (2024). Global burden of self-harm and interpersonal violence and influencing factors study 1990–2019: analysis of the global burden of disease study. *BMC Public Health*, *24*(1). https://doi.org/10.1186/s12889-024-18151-3

Cite this Article: Munif, B., Pardi, K.W., Rudiyanto, Toga, E., Dwidiyanti, M. (2026). Multidimensional Factors Associated with Self-Harm and Related Psychological Outcomes Among Nursing Students: A Systematic Review. International Journal of Current Science Research and Review, 9(11), pp. 5734-5745. DOI: https://doi.org/10.47191/ijcsrr/V9-i11-21