

Table 1 An outline: Developmental processes, the American Holistic Nurses Credentialing Corporation				
Date	Activities	Results/Decisions	New Exam	Exam Revision
1990-94	1. AHNA organizes Certification Task Force. 2. Task Force undertakes Literature review	1. Development of Core Values, AHNA Standards for Practice, Draft 1. (Erickson, 2009)		
1995	1. Literature review 2. Portfolio process for certification implemented.	1. Leading experts identified for Lifetime Certification. 2. Certification of other experts by portfolio initiated.		
1996	Literature review	1. Core Values, Standards revised (Erickson, 2009).		
1997	1. AHNCC organized as an independent, incorporated organization (Erickson, (2009)). 2. Literature review, RDS	1) Literature validated competencies identified in RDS. 2) Competencies validated and Blueprint for first exam extrapolated from RDS report. 3) Exam developed under direction of NLN. 4) Six candidates sat for 1 st exam	HNC Exam: Form 1	
1998	1. Literature review 2. Review of contract with NLN	1. Increased incidence of competencies presented in the literature; no new competencies identified. 2. Decision to move examination management/administration to Professional Testing Corporation (PTC).		
1999	1. Literature review 2. Analysis of the data to clarify demographics of examinees 3) Post-examination, item analysis.	1. Data suggest three levels of practice: less than baccalaureate (diploma and ADN), BSN, and graduate Holistic Nurse practice. 2. Graduate nurses were 43% of Certificants by examination. 3. Insufficient number of respondents to act on data. Need to continue current process.		
2000	1. Literature review, Holistic Nursing; 2. Item analysis to determine reliability, validity of exam. 3. Crosstabs to compare differences based on educational level.	1. No new competencies identified, although some competencies were clarified (e.g. increased emphasis on use of nursing theory, holistic nursing concepts such as presence, intentionality with differences emerging between Basic/Advanced nursing. 2. Item analysis indicated need to delete several items due to poor performance of the examinations; need a new form of the exam. Original Blueprint validated by expert panel. Form-2 prepared, reviewed, and approved under direction of PTC. 3. Differences identified in practice competencies based on level of practice as delineated by educational level, basic and advanced. Reported to AHNA. 4. AHNA established a Task Force to develop Standards for Advanced HN .		HNC, Exam Form-2
2001	1. Literature review 2. Review of the Qualitative Assessments for differences by educational level. 3. Draft 5 of Standards of Advanced HN.	1. No new competencies identified, although competencies continue to be clarified, and/or further explicated (e.g. competencies in communication and cultural diversity appeared more regularly). 2. Some were also differentiated by level of education, clarifying Basic and Advanced HN. 3. Item analysis with crosstabs supports reliability of examinations.		
2002	1. Literature review.	1. Literature review continues to provide support		

	2. Advanced HN Scope of Practice and Standards approved by AHNA members.	differentiation of Basic and Advanced HN (see tables 3 & 4). 2. No new competencies identified, although leveling of competencies was becoming clearer. 3. Standards and Scope of Practice requires clarification of practice activities and performance by level of practice, and HN Core Values.		
2003	1. Literature review. 2. Review of basic competencies by expert panel to determine currency. 3. Establishment of basic versus advanced competencies. 3. Establishment of criteria for certification of Advanced HN by alternative criteria (i.e., portfolio, expertise, educational level).	1. Competencies remain stable although clarification and elaboration found. Also variance in Basic and Advanced practice reported in the literature and by Graduate Holistic Nurses. 2. Need for specification of advanced competencies, with a second examination to reflect Advanced HN supported with agreement between AHNA and AHNCC. 4. Advanced competencies specified and validated by multiple review of Expert Panels. 3. Relations among Competencies, Standards, and Holistic Nursing Core Values validated by Expert Panels. 4. Criteria set for applicants seeking Certification for Advanced HN. 5. Alternate criteria for experts sitting on Exam Development Committee established.		
2004	1. Literature review. 2. Need to identify protocol for item-writers, criteria for item-writing experts, panels for item-review, and criteria for exam-development committee. 3. Items submitted to PTC for secondary review, editorial changes, and categorization. 4. Expert certified nurses at basic and advanced levels identified to participate in Examination Revision/Development Committee (EDC).	1. Findings of 2004 validated. 2. Protocol for item-writing, and item-writer criteria set. 3. Certificants with graduate degree in nursing recruited for item writing of both basic and advanced items. Items to test for competency. Original Blueprint reviewed by expert panel, and approved for Basic Nursing; Blueprint for Advanced Holistic Nursing based on mapping of Competencies by Core Value (see Table 8). 3. Pool of submitted items formatted and edited by PTC professional staff. 3. Group of items reviewed by expert panels for clarity, accuracy, redundancy, grammar; and to establish content and construct validity (e.g. items assessed practice activities as they related to Core Values and Standards, and were leveled according to Basic and Advanced.) 4. PTC developed bank of valid items, differentiated by basic and advanced level, and drafted examinations for two levels of certification based on Blueprints. 5. HNC Form 3 drafted and AHN Form 1 developed under the direction of PTC staff. 6. Modified Angoff methods used to set passing scores.	AHN Exam, Form-1	HNC Exam: Form-3
2005	Literature review, Holistic Nursing	Competencies (activities and performance) continue to be clarified, expanded. Some evidence of differentiation of Basic level by non-Baccalaureate in Nursing and Baccalaureate in Nursing.		
2006	1. Literature review 2. Interviewed faculty to clarify differentiation of Basic HN by educational level. 3. AHNA revisits and validates Core Values,	1. Continued concept clarification, e.g. nature and use of presence. 2. Increased evidence of differentiation of Basic level by non-Baccalaureate in Nursing and Baccalaureate in Nursing. 3. Curriculum requirements differentiation by level of education, reflected in the practice activities and practice performance of non-Baccalaureate and Baccalaureate in		

	revises Standards. 4. AHNCC Task Force charged with review of Basic Holistic Nursing by education level.	Nursing nurses, clarified by AHNCC Task Force.		
2007	1. Literature review, Holistic Nursing. 2. Interviews of HN to ascertain differences in basic practice by level of education 3. Scope of Practice and Standards of Holistic Nursing (edition 1) published by ANA/AHNA 4) HN recognized by ANA as a Specialty.	1. Competencies (activities and performance) continue to be clarified, expanded. Additional evidence of differentiation of Basic level by non-Baccalaureate in Nursing and Baccalaureate in Nursing (AHNCCa). 2. Task Force determined that there are differences in levels of Basic Holistic Nursing practice (i.e. non-Baccalaureate and Baccalaureate in Nursing) that can be tested (Erickson, H., Erickson, M, Campbell, J. 2012). 3. Task Force recommends Certification for the Non-Baccalaureate. 4. Newly published (2007) <i>Holistic Nursing: Scope and Standards of Practice</i> (AHNA/ANA) based on existing competencies. Insufficient evidence of new practice activities or performance behaviors to warrant new RDS.		
2008	1. Literature review. 2. Expert review committee charged validate differentiation of levels of practice. 3) Item-writers recruited from certified HNs for all levels of exams. 4) Items sent to PTC for preparation for exam development (see 2004).	1. Findings form 2007 reaffirmed. 2. Clarification of levels of certification specified by renaming certification programs as: <ul style="list-style-type: none"> •Basic (non-Baccalaureate), HN-BC; •Basic (Baccalaureate in Nursing), HNB-BC; and •Advanced Holistic Nursing, AHN-BC 		
2009	1. Literature review. 2. Evaluation of current competencies by expert panel to determine currency.	1. Literature review continues to reflect differentiation by level of practice, and expansion/clarification of current competencies. A few scattered competencies found in single publications, e.g. use of art-expression in client assessment, assessment of sense-of-coherence. Expert panel confirms continued use of competencies with differentiation by educational level. 2. Blueprint reviewed, revised to reflect differentiation of practice by level. Slight shift in Blueprint noted as theory, philosophy, research, communication, cultural competence became more integrated into practice. 3. Graduate prepared nurses invited to write items for Basic Holistic Nursing examinations at two levels, differentiated by practice competence, and for Advanced Holistic Nursing examination. 4. Non-Baccalaureate Holistic Nursing Examination developed based on validated competencies, differentiated by educational level. 3. HNB Form 4, and AHNA Form 2 Examinations revised based on current competencies.	HN Exam	HNB-BC, Form 4 & AHN-BC, Form 2
2010	1) Literature review. 2) Post-examination evaluation of AHN-BC examination for reliability and validity	1. Emerging evidence of Holistic Nursing APRN leadership role, and coaching role. 2. AHNCC alliance with PNCW to explore need for nurse coach role definition and/or certification examination. 3. Holistic nursing competencies validated by several		

2010	<p>1) Literature review.</p> <p>2) Post-examination evaluation of AHN-BC examination for reliability and validity indicates potential differences in APRN and non-APRN candidates.</p>	<p>1. Emerging evidence of Holistic Nursing APRN leadership role, and coaching role.</p> <p>2. AHNCC alliance with PNCW to explore need for nurse coach role definition and/or certification examination.</p> <p>3. Holistic nursing competencies validated by several expert panels (see Table 2).</p>		
2011	<p>1. HN Literature Review</p> <p>2. PNCW continues literature review, clarification of nurse coach role scope of practice, and competencies.</p> <p>3. PNCW's draft of <i>Scope and Competencies</i> specifies Nurse Coach competencies</p> <p>4. Review by two committees of experts to verify uniqueness of the Nurse Coach Role, and specificity of competencies (see Hess, Dossey, Southard, et al, 2012).</p>	<p>1. Literature continues to support potential for need for APRN and Nurse Coach role clarification.</p> <p>2. AHNCC validates changes in Holistic Nursing literature/competencies warrants Role-Delineation Study at four levels: non-baccalaureate, baccalaureate, advanced holistic nursing, and advanced practice holistic nursing.</p> <p>3. AHNCC needs assessment supports interest/ need for Certification Program for the Nurse Coach.</p> <p>4. Based on reports from PNCW and AHNCC Needs Assessment, AHNCC passes resolution to develop Nurse Coach Certification Program.</p> <p>5. AHNCC proceeds with plans for Role-Delineation Study (RDS) for Holistic Nursing (including four levels) and another for the Nurse Coach with competencies embedded in precepts of Holistic Nursing.</p>		
2012	<p>1. APRN Task Force¹ charged to evaluate AHN Competencies, consider how well they align with standards of APRN practice, identify omissions, and make recommendations.</p> <p>2. Holistic Nursing RDS with APRN competencies launched.</p>	<p>1. APRN Task Force indicated that AHNCC competencies were consistent with standards for APRN practice, but, elaboration of content related to competencies would be necessary.</p> <p>2. Core Essentials for Practice of the Advanced Holistic Nurse and the Advanced Practice Holistic Nurse were created and posted.</p> <p>3. HN RDS report included competencies relevant to APRN Status.</p> <p>4) Item-writers were recruited to address all Advance Holistic Nurse examination, with specialized experts to focus on APRN items.</p> <p>5) HN RDS report validates need for continuing two levels</p>	Coach exam	(HN-BC, Form 2; HNB-BC, Form 5; AHN-BC, Form 3; APHN-BC, APRN, Form 1

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