

**Report to the
American Holistic Nurses' Certification Corporation
on its
2012 Role Delineation Study**

Presented to:
American Holistic Nurses' Certification Corporation

July 2012



Role Delineation Survey 2012

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EXECUTIVE SUMMARY

This report summarizes the results of a role delineation study conducted by the American Holistic Nurses' Certification Corporation (AHNCC) with the assistance of the Professional Testing Corporation (PTC). The purpose of the study was to obtain information on the background, professional activities, and competencies of holistic nurses. The results will be used to ensure that the test specifications for the three examinations offered by the AHNCC – Holistic Nursing Certification Examination (HN-BC); Holistic Baccalaureate Nursing Certification Examination (HNB-BC); and Advanced Holistic Nursing Certification Examination (AHN-BC) – are representative of the professional requirements to perform the job.

The first step in the study was the development of the survey instrument. The survey form contained 18 demographic questions, 147 competency statements in the section on The Holistic Nurse, and 124 competency statements in the section on The Advanced Holistic Nurse. Respondents were encouraged to complete both sections in order to distinguish if the competencies are indeed representative of basic and advanced practice in the profession.

The survey was developed in a format which permitted respondents to complete it online. Individuals had the ability to create a username and password in order to log in and out of the survey so it could be completed over a period of time. The link to the survey was e-mailed to over 5,000 members of the American Holistic Nurses Association (AHNA), which included those certified and not certified by the AHNCC.

A total of 330 holistic nurses completed the survey. Because the distribution amongst the geographic and demographic variables was broad and inclusive, the survey was closed.

The competency statements were tabulated and several cross tabulations were made using some of the demographic variables. An analysis of the data and recommendations for changes to the test specifications can be found in this report.

SURVEY BACKGROUND, PURPOSE, AND METHODOLOGY

The role delineation study was undertaken by the American Holistic Nurses' Certification Corporation (AHNCC) with the assistance of the Professional Testing Corporation (PTC).

The survey was prepared in an online version which was sent as a link embedded in an e-mail which was distributed to over 5,000 members of the American Holistic Nurses Association (AHNA) and various other associations whose members contain holistic nurses. Respondents were asked for their evaluation of the frequency and importance of each of the competencies.

The results will be used in the evaluation and possible revision of the test content specifications for the Holistic Nursing Certification Examination (HN-BC), Holistic Baccalaureate Nursing Certification Examination (HNB-BC), and the Advanced Practice Holistic Nursing Certification Examination (AHN-BC).

The Role Delineation Survey

In 2011 two panels of experts reviewed holistic nursing and competencies published from 2006-2011. The competencies were reviewed for editorial changes, appropriateness for level of practice, and redundancies. The panels deleted some competencies and added others in order to better reflect current practice in the profession. The participants in these expert panels were:

Veda Andrus, EdD, MSN, RN, HN-BC; Granby, MA
 Cynthia Barrere, PhD, RN, CNS, AHN-BC; Prospect, CT
 Babette Bisecker, MS, RN; Dalton, PA
 Mary Brekke, PhD, RN; Mendota Heights, MN
 Joan Engebretson, DrPH, RN, AHN-BC; Houston, TX
 Mary Enzman Hines, PhD, RN, CNS, CPNP, AHN-BC; Aurora, CO
 Helen Erickson, PhD, RN, AHN-BC; Cedar Park, TX
 Margaret Erickson, PhD, APRN, AHN-BC; Cedar Park, TX
 Mary Anne Hanley, PhD, RN; Lubbock, TX
 Mary Helming, PhD, APRN, FNP-BC, AHN-BC; Cheshire, CT
 Darlene Hess, PhD, AHN-BC, PMHNP-BC, ACC; Albuquerque, NM
 Christina Jackson, PhD, MSN, RN, CPNP, AHN-BC; Paoli, PA
 Eva Jerome, MS, RN, AHN-BC; Mattawan, WI
 Marcella Keltner, RN, BSN, OCN, HN-BC; Galena, MO
 Carolyn Kinney, PhD, RN, AHN-BC; Austin, TX
 Bernadette Lange, DNS, RN; Hobe Sound, FL
 Mary Nataschke, RN, BAS, HNB-BC, IAC; Grosse Pointe Woods, MI
 Gayle Novack; MA, BSN, RN, HNB-BC; Macomb, MI
 Emily Nowak, PhD, RN; Minneapolis, MN
 Teddy Potter, PhD, RN; Minneapolis, MN
 Sally Roach, RN, AHN-BC; Weslaco, TX
 Kay Sandor, PhD, RN, LPC, AHN-BC; Galveston, TX
 David Schields, MSN, RN, QTTT; Breman, OH
 Susan Schmidt, PhD, MSN, BSN, CNL, COHN-S, CNS; Cincinnati, OH
 Ellen Schultz, PhD, RN, CHTP, AHN-BC; Hudson, WI

Kim Stiles; PhD, RN, AHN-BC, CNE; Sunol, CA

In October 2011 a Review Committee looked at the competencies one final time before they were deemed to be complete. The members of the Review Committee were:

Mary Enzman Hines, PhD, RN, CNS, CPNP, AHN-BC; Aurora, CO
Margaret Erickson, PhD, APRN, AHN-BC; Cedar Park, TX
Valarie Lincoln, PhD, RN, AHN-BC; Woodbury, MN
David Schields, MSN, RN, QTTT; Breman, OH
Mary Elaine Southard, MSN, RN, AHN-BC; Scranton, PA

The competencies were grouped into two sections: The Holistic Nurse competencies and The Advanced Holistic Nurse competencies. Each section contained the respective competencies grouped into the following categories:

- Assessment
- Diagnosis
- Outcomes Identification
- Planning
- Implementation
- Evaluation
- Ethics
- Education
- Evidence-Based Practice/Research (EBP)
- Quality of Practice
- Communication
- Leadership
- Collaboration
- Professional Practice Evaluation
- Resource Utilization
- Environmental Health

In total there were 147 competencies for The Holistic Nurse and 124 competencies for The Advanced Holistic Nurse, included within the above categories.

Once the competencies were agreed upon, it was determined that the scale for frequency of performance of each competency be set at Regularly, Frequently, Occasionally, and Never. The importance scale for each competency was set at Extremely Important, Moderately Important, Slightly Important, and Not Important.

It was determined that 17 demographic variables, in addition to geographic location, would provide a good snapshot of the profession and a basis upon which to determine if there was broad representation in the respondents.

A copy of the survey instrument can be found in Appendix A.

The survey was prepared as an online instrument, accessible by way of a link embedded in an e-mail. Participants were asked to create a username and password so they could log in and out of the survey if they were unable to complete it at one sitting. The survey instrument also prompted the participants as to which sections they had not yet completed.

In January 2012 the survey was ready for beta testing and a link was e-mailed to members of the expert panels. The experts were asked to complete the survey and to provide feedback on its ease of use and the time it took for completion.

Due to the length of the survey, there were initially only a small number of holistic nurses who completed it. However, with additional deadline extensions and reminder e-mails to those who had logged into the survey, eventually 330 surveys were deemed to be completed. A review of the demographic information showed it to be a good cross section and representative of all aspects of the profession. At that time, in May 2012, the survey was closed.

The results of the survey were tabulated and cross tabulations were run of some of the data. The results of an analysis of that data are included in this report, as well as recommendations for the test content specifications.

DEMOGRAPHIC SUMMARY

Survey Respondents

There were a total of 330 of surveys that were deemed complete. It is not possible to calculate the percentage return rate because the method of distribution by e-mail link makes it impossible to know how many holistic nurses actually received and opened the link. However, the responses have broad representation in all of the demographic variables.

This section of the report contains a description of the survey results based on the 17 demographic questions that were asked and the respondents' geographic locations. A complete record of the responses to all the questions is in Appendix B.

Respondents by Region

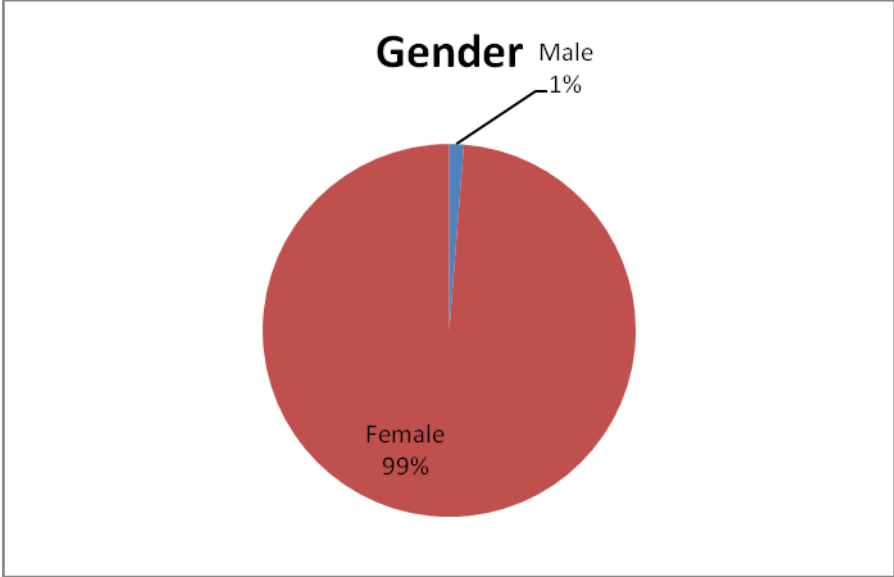
The first demographic variable was to identify where the respondents live. The only states which were not represented in the survey were Alabama, Hawaii, Kansas, Mississippi, Montana, Nevada, North Dakota, and Rhode Island, as well as the District of Columbia. All of the respondents were from the United States. The largest representation was from the Northeast but all parts of the country were well represented.

| Region | Number |
|--|---------------|
| Northeast – ME, NH, MA, CT, NJ, NY, PA, DE, MD, VT | 121 |
| Southeast – NC, SC, FL, GA, TN, VA, WV | 48 |
| Midwest – OH, MI, IN, IL, WI, MN | 64 |
| Southwest – AR, LA, OK, TX, NM | 22 |
| Central – SD, IA, MO, NE, KY, CO, UT, WY | 33 |
| Western – AK, AZ, CA, ID, OR, WA | 42 |

Distribution by Gender

Figure 1 shows the distribution of the respondents by gender. Only four of them identified themselves as male. Holistic nursing is predominantly a female profession.

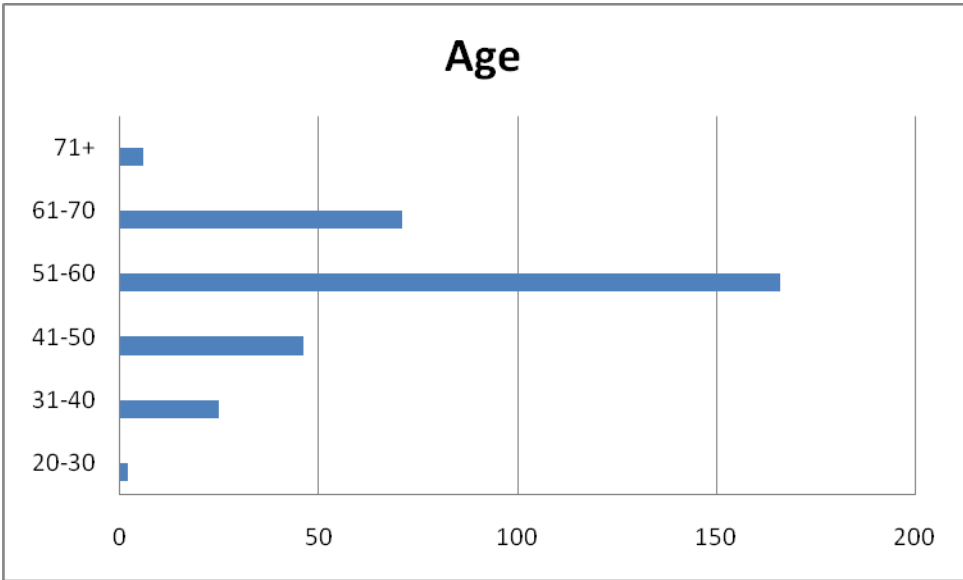
FIGURE 1
Distribution by Gender



Distribution by Age

The youngest person to respond was 24 years old and the eldest was 77. The vast majority of holistic nurses are in their 50s, as shown in Figure 2.

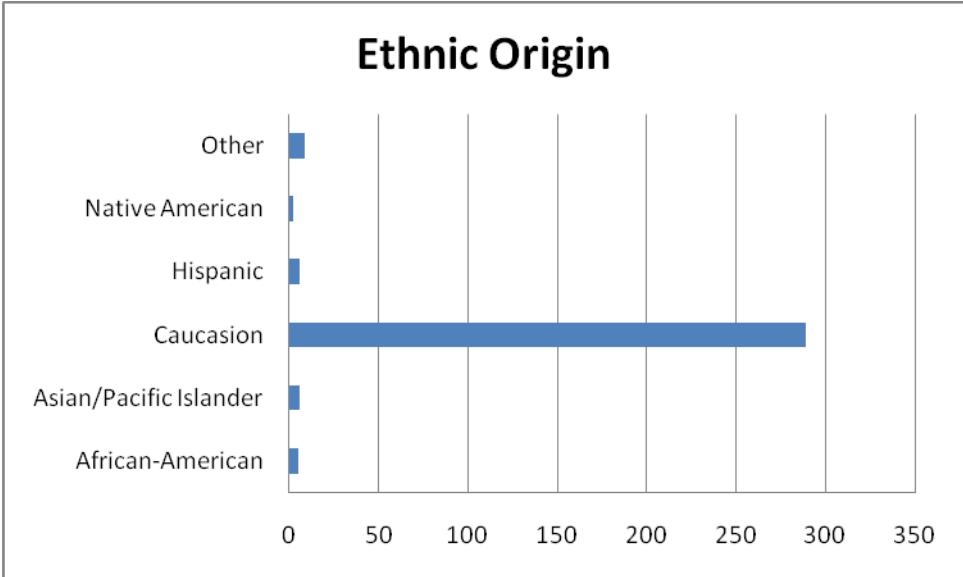
FIGURE 2
Distribution by Age



Distribution by Ethnicity

Although there is some representation from a variety of ethnic origins, the vast majority of respondents, as shown in Figure 3, are Caucasian.

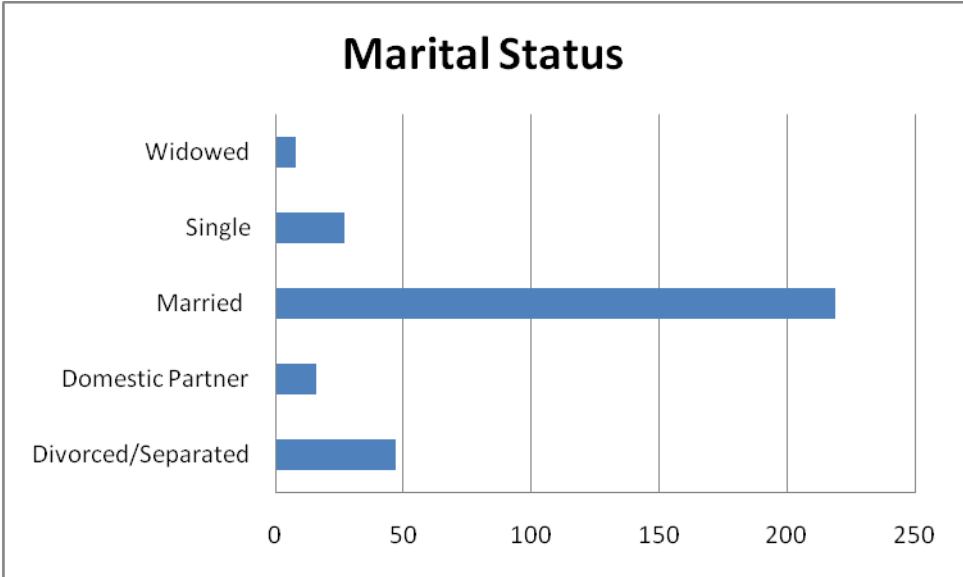
FIGURE 3
Distribution by Ethnic Origin



Distribution by Marital Status

The next demographic variable was marital status. Figure 4 indicates that the majority of the holistic nurses who responded to the survey are married.

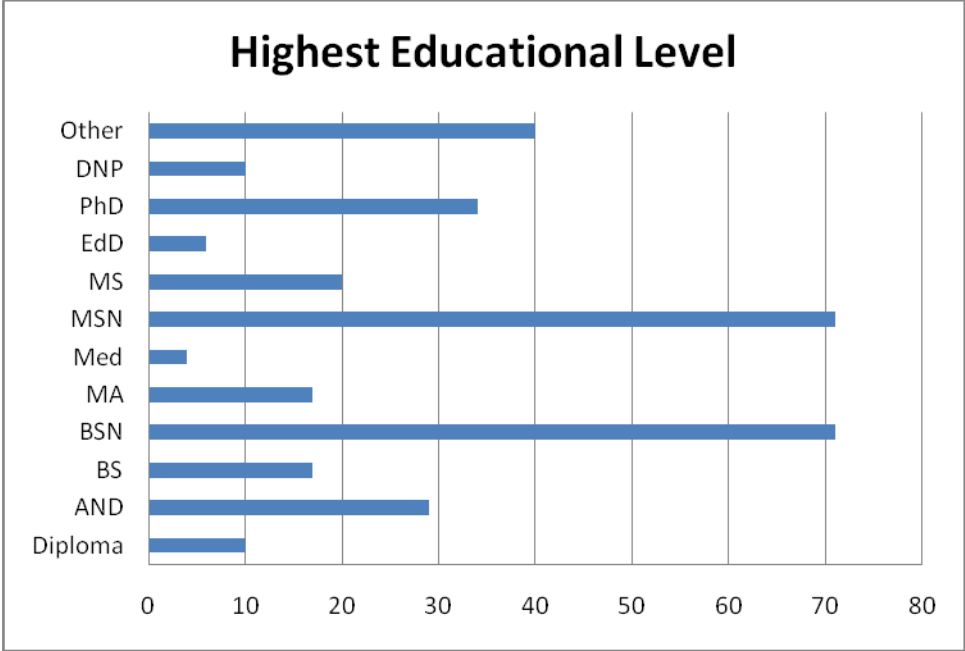
FIGURE 4
Distribution by Marital Status



Distribution by Highest Level of Education

Although the respondents have earned a variety of degrees, those in nursing were the most prevalent in the survey, as shown in Figure 5.

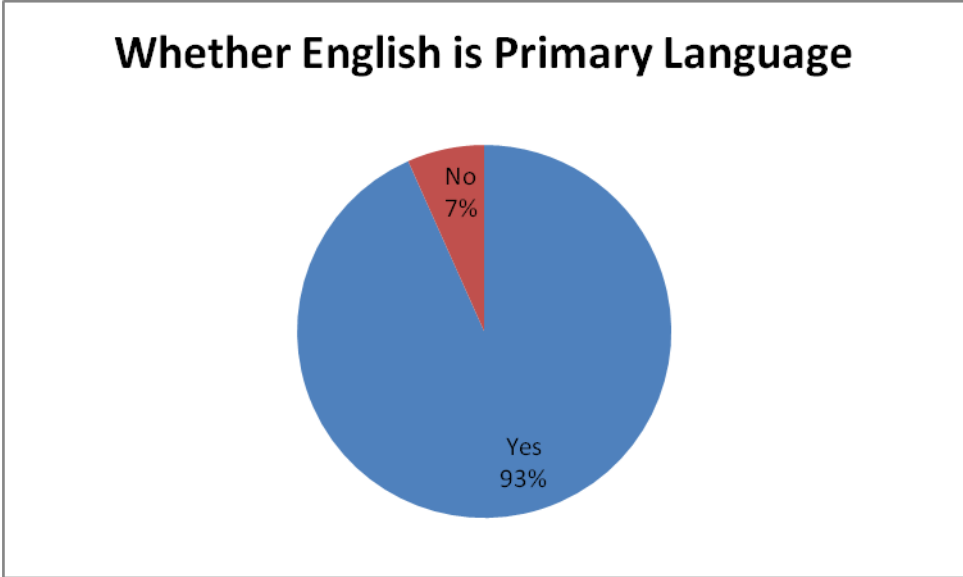
FIGURE 5
Distribution by Highest Education Level



Distribution by Whether English is Primary Language

Although most who responded to the survey said English is their primary language, Figure 6 shows that 7% (21 respondents) claim another language as their primary one.

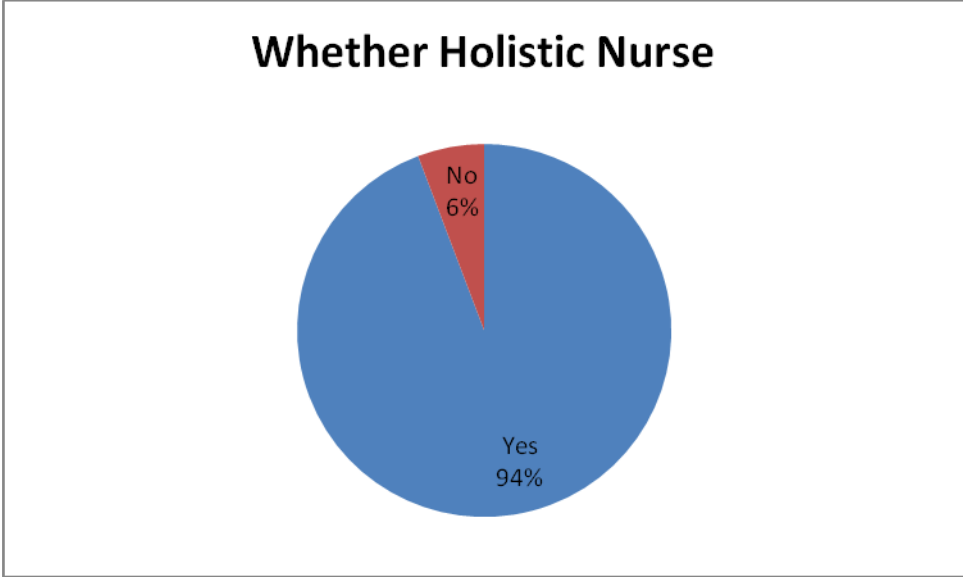
FIGURE 6
Distribution by Whether English is Primary Language



Distribution by Whether a Holistic Nurse

It was not surprising to learn that the majority of those who completed the survey say they are a holistic nurse, since those are the individuals who would have more of a vested interest in the survey topic. Figure 7 shows that 94% of the respondents consider themselves to be a holistic nurse.

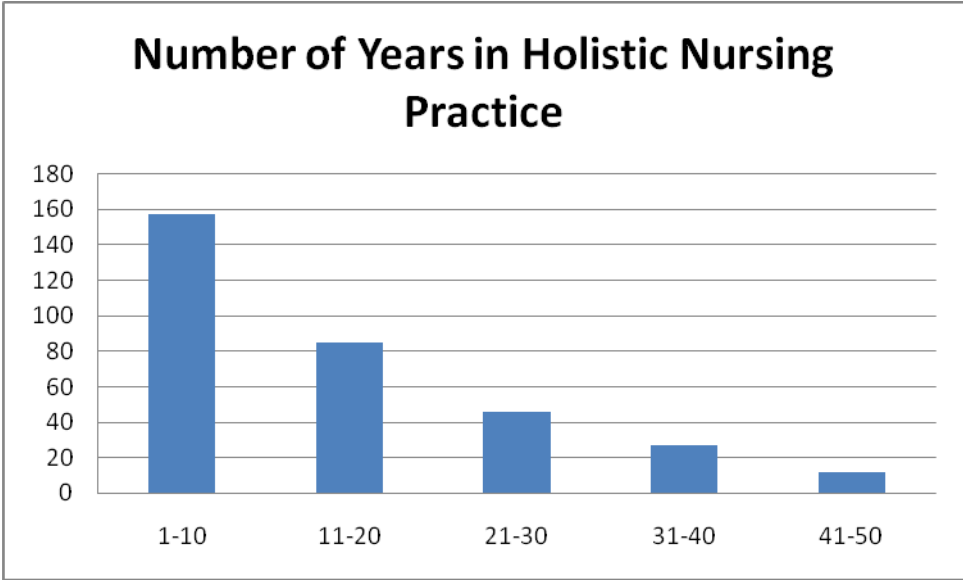
FIGURE 7
Distribution by Whether a Holistic Nurse



Distribution by Number of Years in Holistic Nursing Practice

There were sixteen people who responded they had been a holistic nurse for only one year and three people who said they had been a holistic nurse for 50 years. The majority, however, has been practicing as a holistic nurse for 10 years or less.

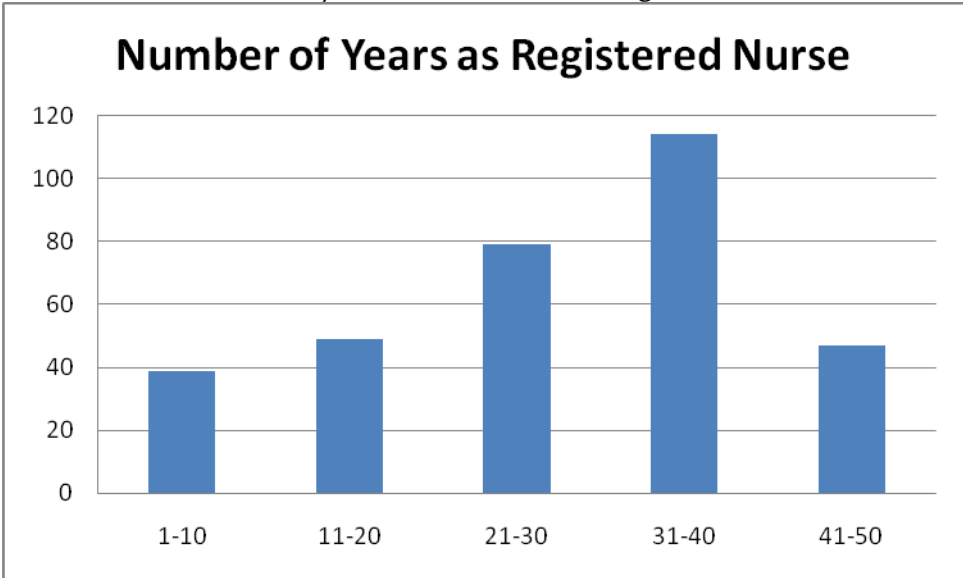
FIGURE 8
Distribution by Number of Years in Holistic Nursing Practice



Distribution by Number of Years as Registered Nurse

Figure 9 shows that most of the respondents have been a registered nurse for more than 30 years. Taken in combination with Figure 8, this suggests that, although they have been in nursing for many years, most have only recently begun to practice holistic nursing.

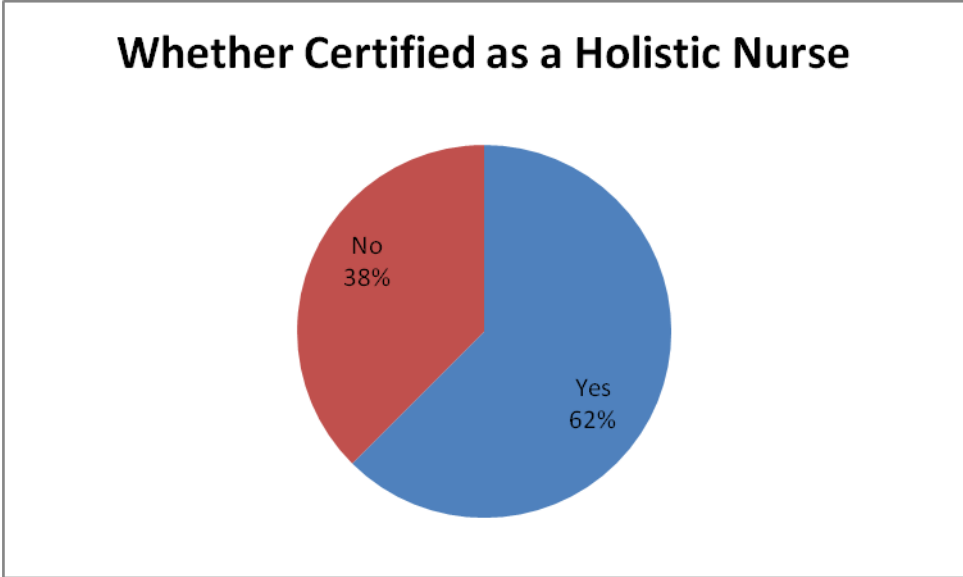
FIGURE 9
Distribution by Number of Years as Registered Nurse



Distribution by Whether Certified as a Holistic Nurse

Two-thirds of the respondents are certified as a holistic nurse as shown in Figure 10. This provides an opportunity for AHNCC to continue to grow.

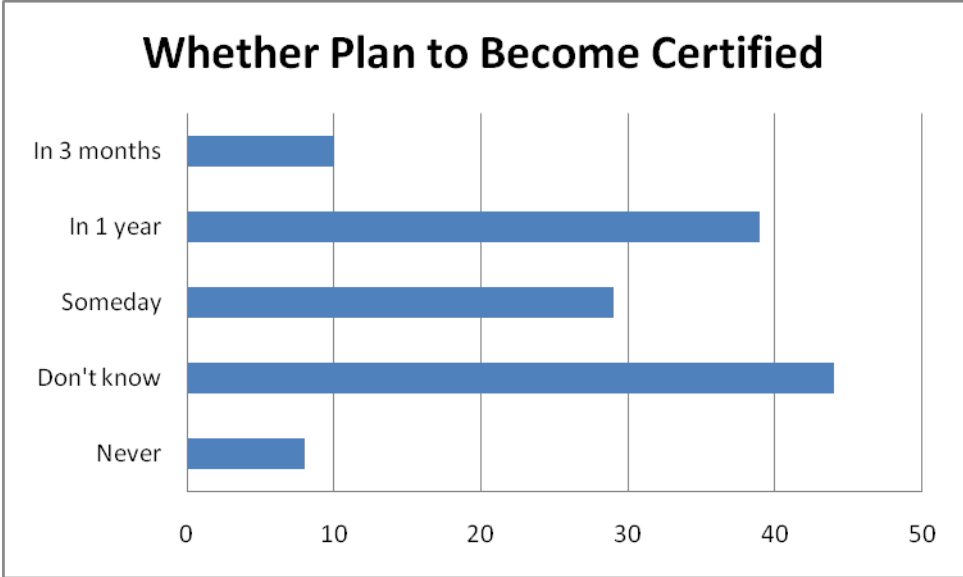
FIGURE 10
Distribution by Whether Certified as a Holistic Nurse



Distribution by Whether Planning to Become Certified

Those who indicated they are not currently certified as a holistic nurse were asked if they plan to become certified. Figure 11 shows that the majority don't know, but a larger number plan to become certified within a year or less.

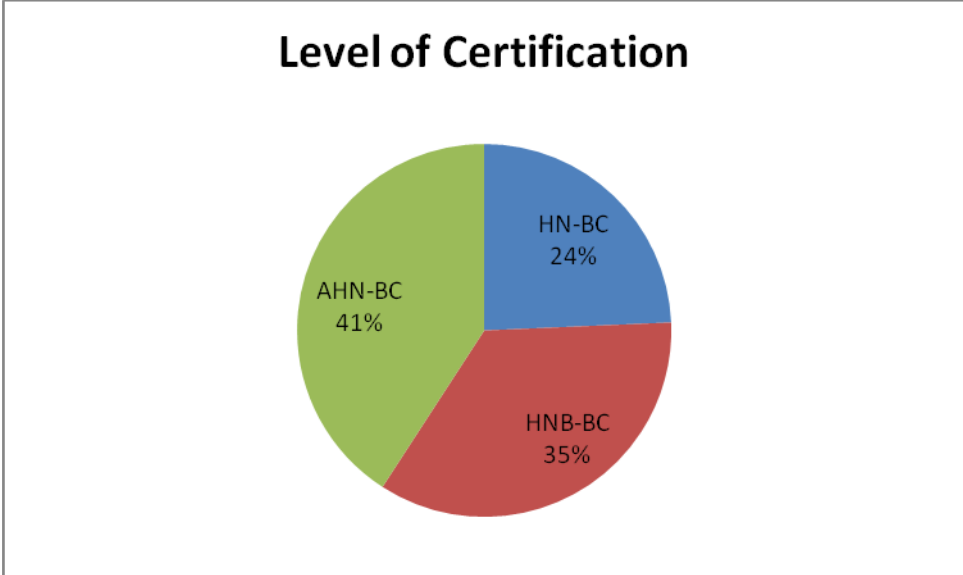
FIGURE 11
Distribution by Whether Planning to Become Certified



Distribution by Level of Certification

Those who are certified as a holistic nurse were asked which of the credentials they hold. Figure 12 shows that there was a fairly even distribution among all three credentials. Later in this report there is a cross tabulation of the data according to the credential held.

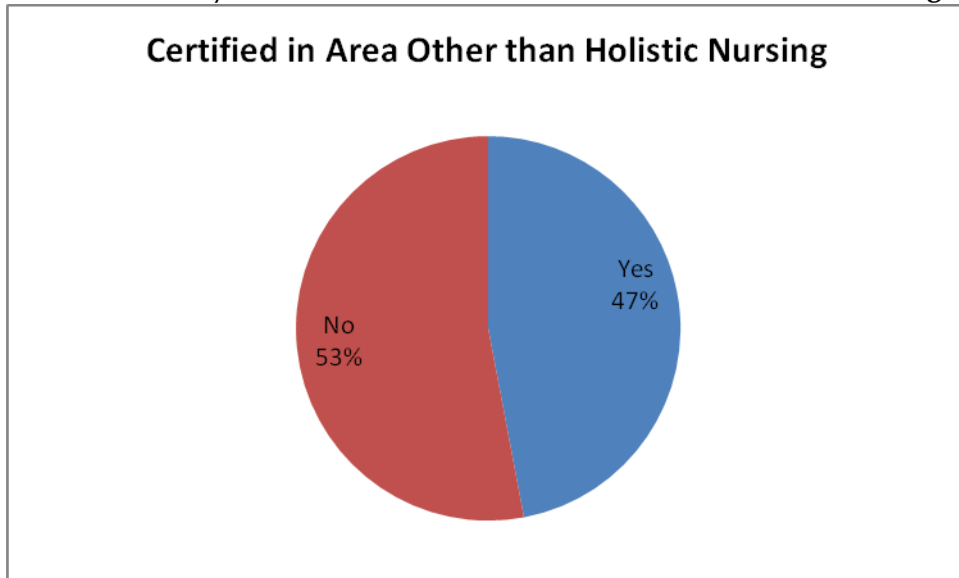
FIGURE 12
Distribution by Level of Certification



Distribution by Certification in Area Other Than Holistic Nursing

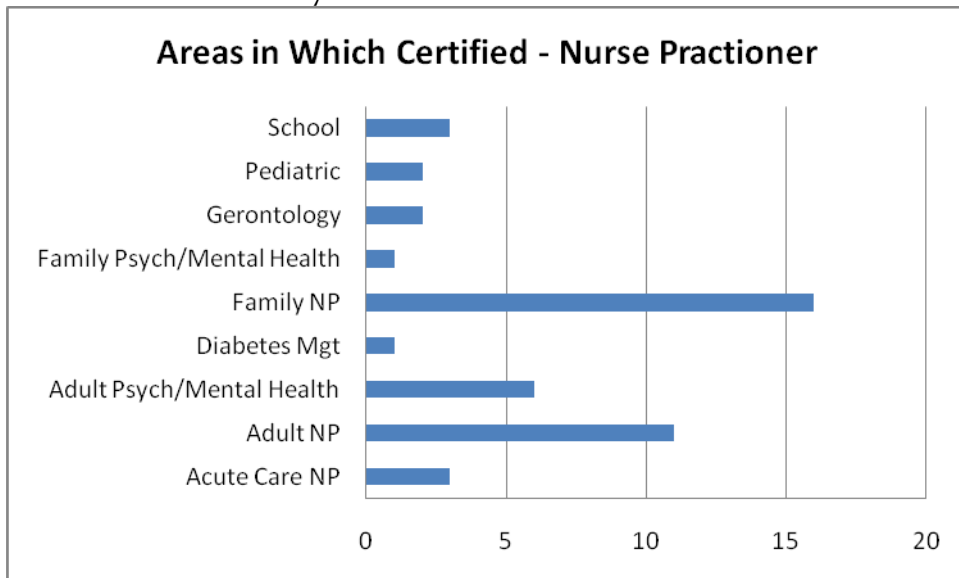
As shown in Figure 13, a little under half of the respondents are also certified in another area of nursing. See Figures 14 and 15 for the distribution of areas in which they are certified.

FIGURE 13
Distribution by Whether Certified in Area Other Than Holistic Nursing



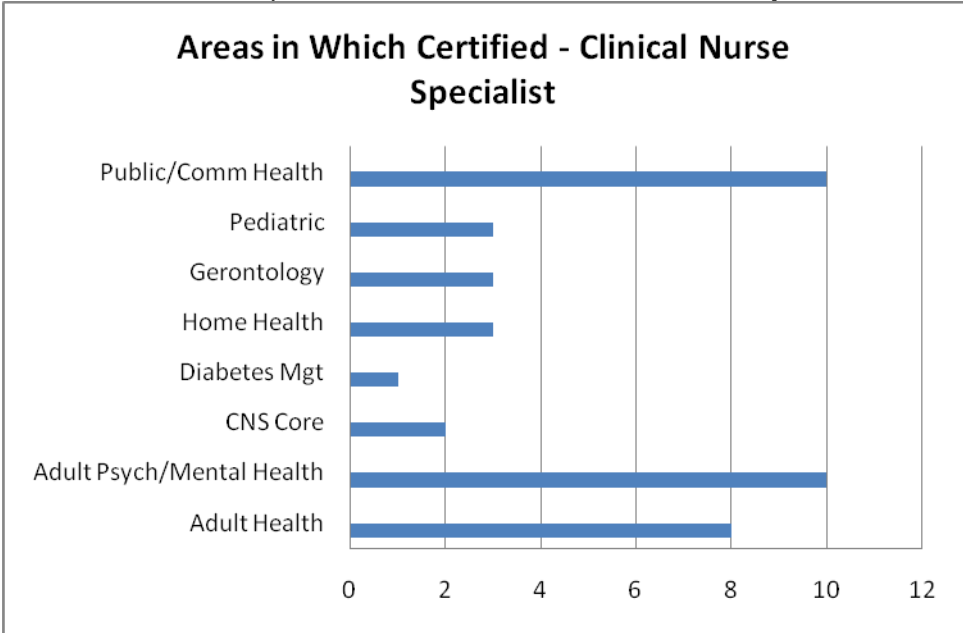
Forty-five responded to this demographic variable which asked nurse practitioners the areas in which they are certified. Most are either family or adult nurse practitioners.

FIGURE 14
Distribution by Certifications Held – Nurse Practitioner



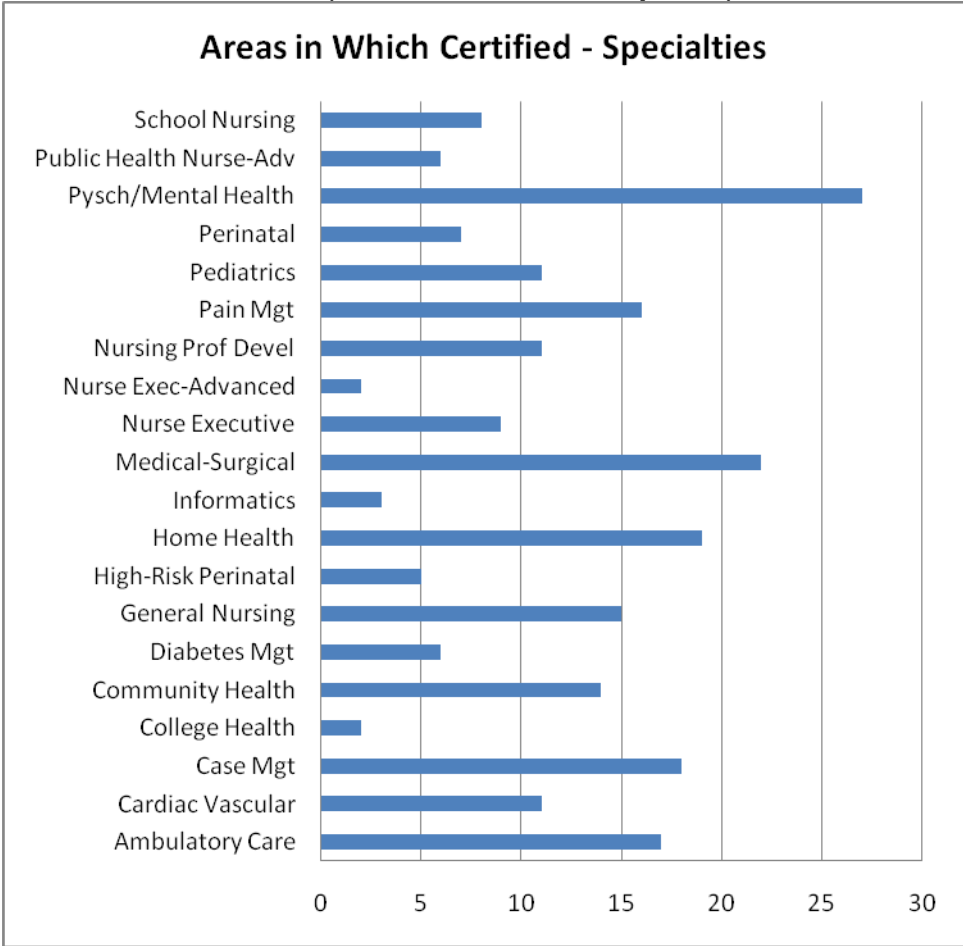
Forty respondents indicated they hold a certification in a clinical nurse specialty, as shown in Figure 15, with the most common credential held in Public or Community Health and Adult Psychiatry/Mental Health, followed by Adult Health.

FIGURE 15
Distribution by Certifications Held – Clinical Nurse Specialist



As shown in Figure 16, 221 of the respondents indicated they were certified in other specialties. Psychiatry/Mental Health was the highest, held by 27 respondents, followed by Medical-Surgical, Home Health Nursing, Case Management, and Ambulatory Care.

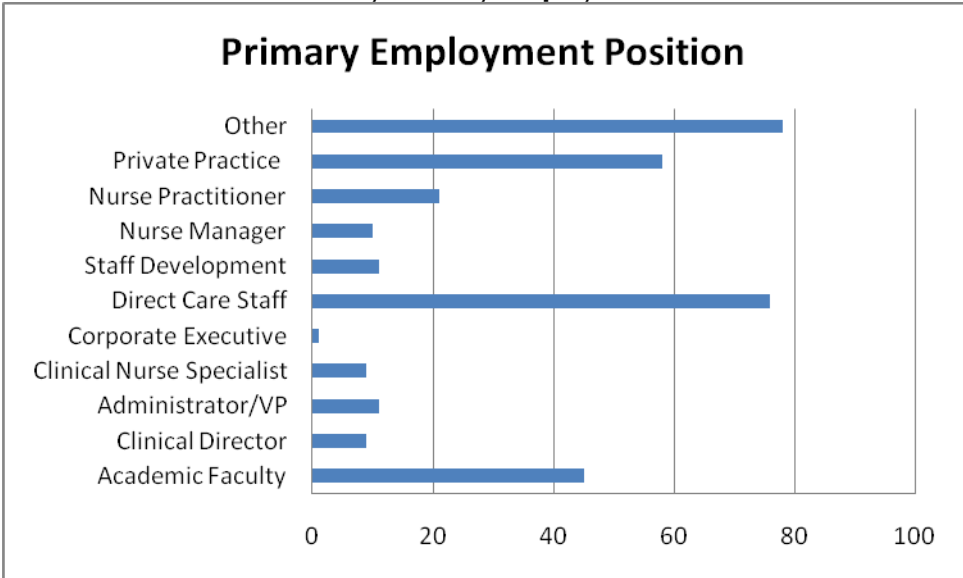
FIGURE 16
Distribution by Certifications Held – Specialty Areas



Distribution by Primary Employment Position

The next demographic variable was by primary employment position, as shown in Figure 17. Direct Care Staff, Private Practice, and Academic Faculty were the position held by most of the respondents, but the majority responded "Other" for this section.

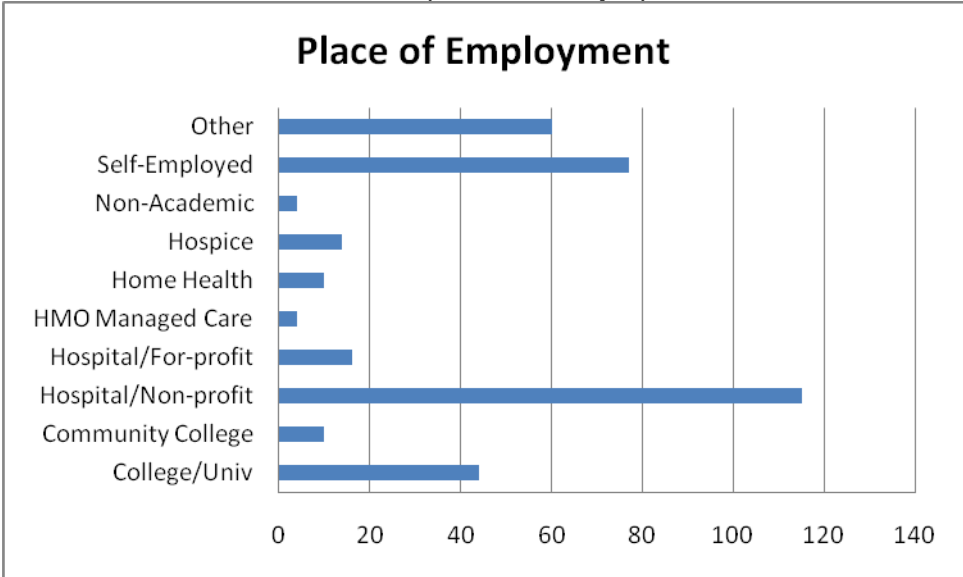
FIGURE 17
Distribution by Primary Employment Position



Distribution by Place of Employment

The majority of the respondents work in a hospital or non-profit setting, but a sizable number, as shown in Figure 18, are self employed. Sixty responded that they worked in a setting other than one of those listed.

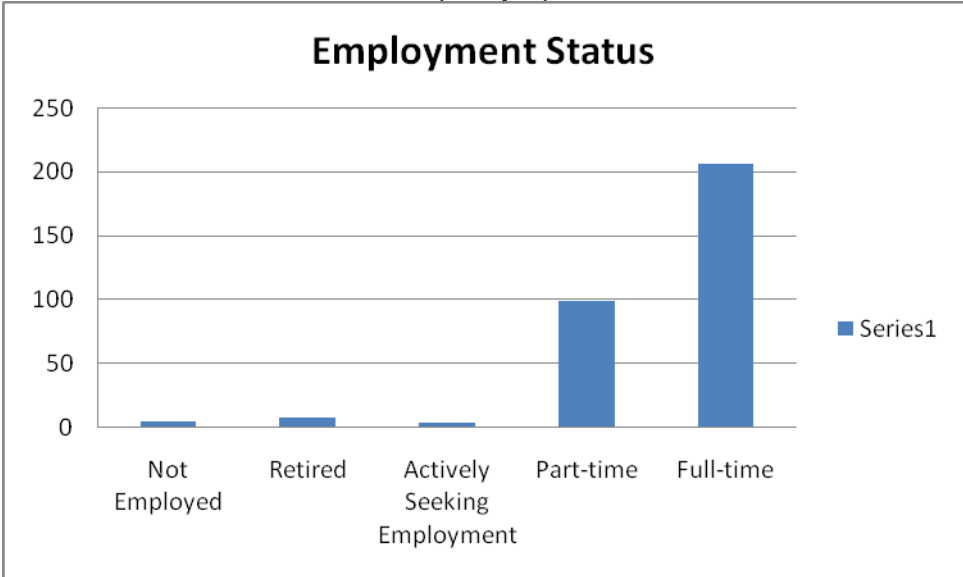
FIGURE 18
Distribution by Place of Employment



Distribution by Employment Status

The majority of the respondents are working, mostly full-time, but Figure 19 shows that a significant number are also working part-time.

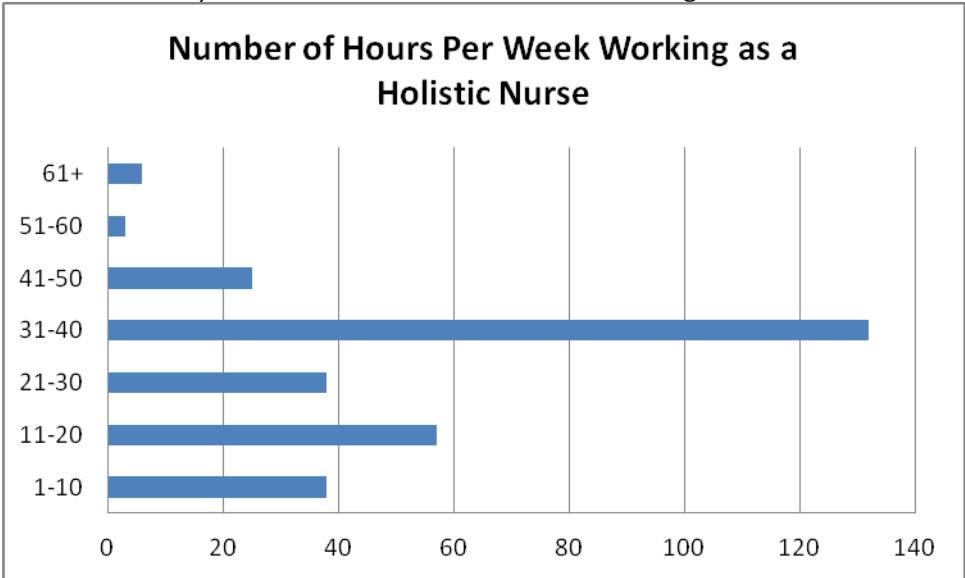
FIGURE 19
Distribution by Employment Status



Distribution by Number of Hours Per Week Working as a Holistic Nurse

Figure 20 confirms that most of the respondents to the survey are working full-time as a holistic nurse, with the majority of them working 31-40 hours a week in that capacity.

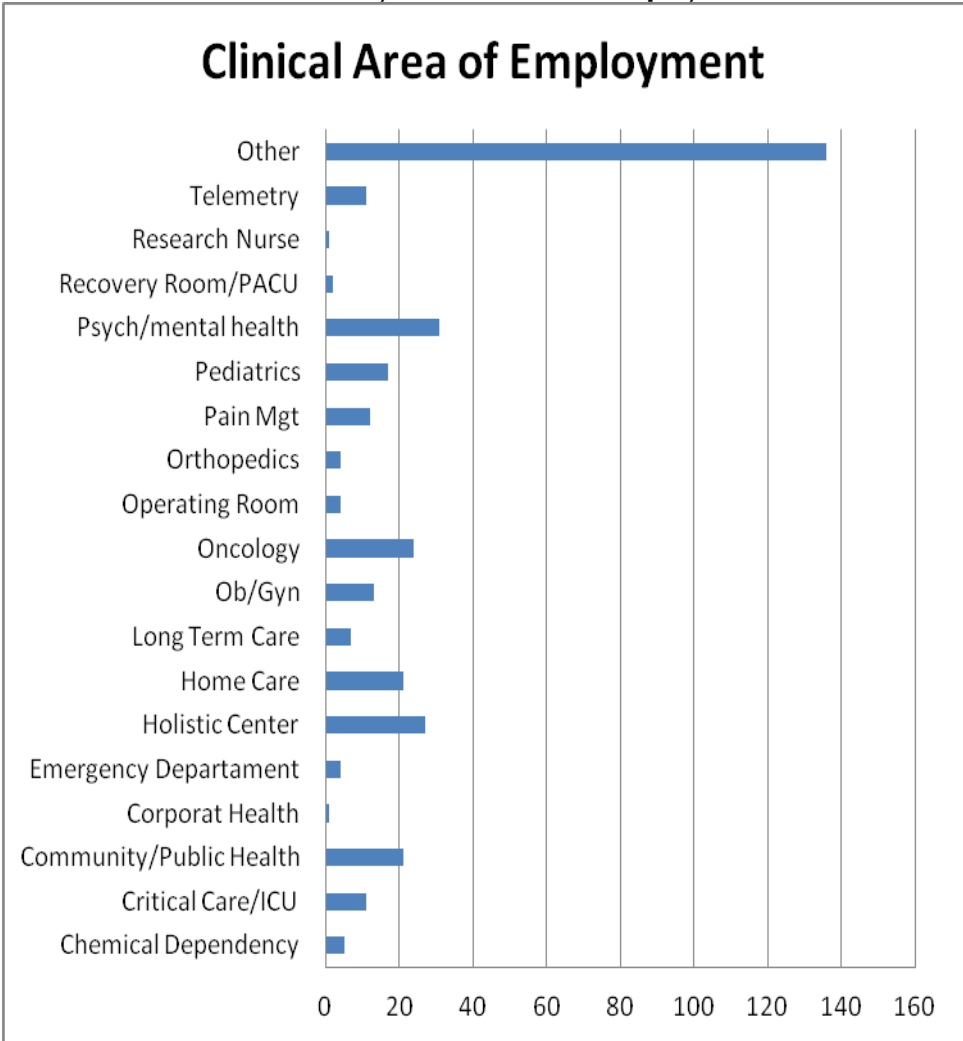
FIGURE 20
Distribution by Number of Hours Per Week Working as a Holistic Nurse



Distribution by Clinical Area of Employment

Although the survey included an extensive list of clinical areas in which a holistic nurse could work, 136 of the respondents indicated they work in an area other than the ones list. See Appendix C for a list of the clinical areas in which those respondents work.

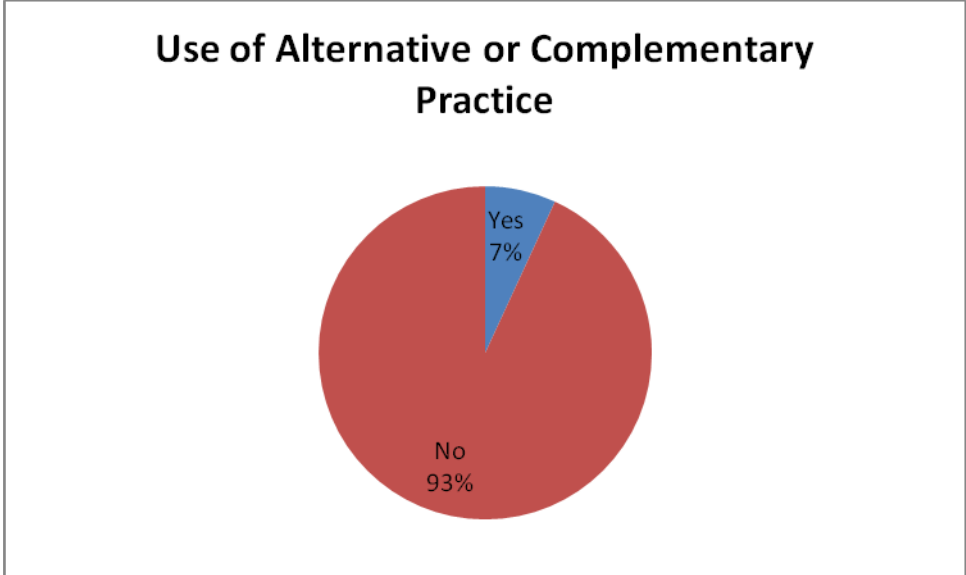
FIGURE 21
Distribution by Clinical Area of Employment



Distribution by Use of Alternative or Complementary Practice

As shown in Figure 22, most respondents indicated that they do not use alternative or complementary practices.

Figure 22
Distribution by Whether They Use Alternative or Complementary Practices



COMPETENCY RATINGS

The survey included a total of 271 competency statements, of which 147 were in the section on The Holistic Nurse and 124 in the section on The Advanced Holistic Nurseon. Within each section there were the following sixteen sub-sections:

1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
6. Evaluation
7. Ethics
8. Education
9. Evidence-Based Practice/Research (EBP)
10. Quality of Practice
11. Communication
12. Leadership
13. Collaboration
14. Professional Practice Evaluation
15. Resource Utilization
16. Environmental Health

All of the statements were rated both as to frequency of performance of the task and the importance of the task for competent performance. The rating scales were as follows:

| Frequency Ratings | Importance Ratings |
|---|---|
| How often is the task performed as part of the job? 4 = Regularly 3 = Frequently 2 = Occasionally 1 = Never | How important is this task for competent performance? 4 = Extremely 3 = Moderately 2 = Slightly 1 = Not |

The Holistic Nurse

The means of the responses to each of the sixteen sub-sections in the portion of the survey on The Holistic Nurse are summarized in Table 2. It should be noted that in all cases the competency was rated as more important for competent performance than the frequency with which it was actually performed. Evidence-Based Practice/Research (EBP) and Resource Utilization had the largest difference between frequency and importance.

TABLE 2
The Holistic Nurse Statements by Sub-Section

| Average Rating by Sub-Section | | |
|--|-----------|------------|
| Section | Frequency | Importance |
| Assessment | 3.6 | 3.7 |
| Diagnosis | 3.3 | 3.6 |
| Outcomes Identification | 3.4 | 3.6 |
| Planning | 3.4 | 3.6 |
| Implementation | 3.5 | 3.7 |
| Evaluation of Implemented Care | 3.3 | 3.6 |
| Ethics | 3.5 | 3.8 |
| Education | 3.7 | 3.9 |
| Evidence-Based Practice/Research (EBP) | 2.9 | 3.5 |
| Quality of Practice | 3.6 | 3.8 |
| Communication | 3.5 | 3.7 |
| Leadership | 3.4 | 3.7 |
| Collaboration | 3.2 | 3.6 |
| Professional Practice | 3.1 | 3.5 |
| Resource Utilization | 3.3 | 3.7 |
| Environmental Health | 3.6 | 3.8 |

Most Frequently Performed Competencies (≥3.8)

All but 11 of the competencies in the section on The Holistic Nurse rated 3.0 or above for frequency of performance. Those that rated the highest (3.8 and above) were found mostly in the sub-sections of Assessment, Implementation, Ethics, and Quality of Practice.

- Elicits client story (to reveal context and complexity of the human health experience) (3.8)
- Prioritizes data collection activities based on client's immediate needs, condition, and/or situation (3.9)
- Uses ethical knowing when gathering and validating data (3.8)
- Assesses client's perceptions and meaning of signs and symptoms, health, illness, sickness, and well-being (3.8)
- Assesses client's learning needs and readiness to learn (3.8)
- Advocates for the client's self-knowledge as essential information (3.8)
- Models ethics and philosophy consistent with holistic nursing's beliefs (3.8)
- Uses teaching-learning methods appropriate to the client's needs and/or situation (3.8)

-
- Honors uniqueness and inherent worthiness of clients throughout all aspects of the holistic nursing process (3.9)
 - Honors the individual as the authority/expert of his/her life experiences (3.9)
 - Engages in on-going self-reflection to identify wisdom learned and areas for self development (3.8)
 - Values all life experiences as opportunities to find personal meaning and cultivates self-awareness, self-reflection, and growth (3.8)
 - Reflects on the effect of one's cultural and spiritual beliefs, life experiences, biases, education, and values on his/her professional practice (3.8)
 - Practices holistic nursing care in a manner that preserves and protects the client's confidentiality, autonomy, dignity, rights, values, and beliefs within legal and regulatory parameters (3.9)
 - Provides age appropriate holistic care in a culturally and ethnically sensitive manner (3.8)
 - Seeks experiences, formal and informal, to maintain and develop clinical skills, professional knowledge, and personal growth related to holistic nursing (3.8)
 - Approaches clients as integrated, adaptive systems, interconnected with all other systems (3.8)
 - Acknowledges that holistic health is a multidimensional state of well-being as perceived by the client (3.8)
 - Acknowledges health and well-being as the desired outcome of holistic nursing practice (3.8)
 - Acknowledges self as integral with the healing environment (3.8)
 - Focuses on facilitating the individual's growth, holistic health, and well-being (3.8)
 - Uses Presence, Intentionality, Compassion, and Authenticity throughout the holistic nursing process (3.9)
 - Uses communication knowledge and skills (e.g. active listening) to interact effectively within the clients' and colleagues' worldview (3.8)
 - Demonstrates energy, excitement, and a passion for quality holistic nursing practice (3.8)
 - Maintains compassionate and caring relationships with peers and colleagues (3.8)
 - Engages in nondiscriminatory holistic nursing practices (3.8)

Least Frequently Performed Competencies (<2.0)

There were 11 competencies which were rated lower than 3.0 for frequency of performance. One was in Assessment, one in Implementation, one in Ethics, one in Quality of Practice, one in Resource Utilization, two in Evidence-Based Practice/Research (EBP), two in Collaboration and two in Professional Practice Evaluation.

- Uses unknowing when gathering data (2.7)
- Partners with multiple sources (e.g. clients, advocates, etc.) to create health documents (2.8)
- Reports illegal, incompetent, or impaired practices (2.5)
- Participates, actively and ethically, in holistic research activities (2.4)
- Participates in the work of the research ethics committee (2.7)
- Creates innovative, quality-improvement activities to initiate changes in holistic healthcare (2.9)
- Shares holistic nursing knowledge and skills with peers and colleagues at patient-care conferences (2.9)
- Provides peers with feedback regarding their practice and/or role performance, as it affects the well-being of both the peer and their clients, using constructive language and sincere communications (2.9)
- Seeks formal feedback from clients, colleagues/peers, supervisors, and others (2.9)
- Participates in systematic peer review considering practice standards and guidelines, relevant statutes, rules and regulations (2.4)
- Identifies and reports discriminatory professional practices (2.3)

Most Important Competencies (≥3.8)

Almost half of the competencies (67) were rated high in importance for competent performance in the section of the survey on The Holistic Nurse. However, none of them were in Diagnosis, Evaluation of Implemented Care, and Professional Practice Evaluation. Twenty-one of them also appeared on the most frequently performed list.

- Centers self before interacting with client (3.9)
- Elicits client story (to reveal content and complexity of the human health experience) (3.9)
- Prioritizes data collection activities based on client's immediate needs, condition, and/or situation (3.9)
- Uses ethical knowing when gathering and validating data (3.8)
- Assesses client's perceptions and meaning of signs and symptoms, health, illness, sickness, and well-being (3.9)
- Assesses client's understanding of the diagnostic procedures, the diagnosis, and treatment plan including integrative health practices (3.8)
- Assesses client's learning needs and readiness to learn (3.9)
- Assesses client's values, beliefs, and cultural practices (3.9)
- Assesses client's lifestyle patterns and risk behaviors (3.8)
- Assesses client's physical, mind, body, spiritual dimensions and their interactions (3.8)
- Assesses client's comfort status and related resources (3.8)
- Assesses client's coping status and related resources (3.8)
- Assesses client's strengths, challenges, and available internal and external resources (3.8)
- Partners with client to formulate realistic outcomes that emphasize holistic health and well-being (3.9)

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- Clarifies and validates client's understanding of the plan (3.9)
 - Ensures inclusion of client's values and beliefs in decision-making, holistic care plan, and negotiation of role-responsibilities (3.8)
 - Formulates a safe and effective care plan that incorporates appropriate integrative health practices (3.8)
 - Uses self as an instrument of healing (e.g. as a conduit of healing energy) (3.8)
 - Uses intentional comfort-touch as appropriate (3.8)
 - Partners with client in decision-making and throughout the implementation process to ensure safe and holistic practice effectiveness (3.9)
 - Advocates for the client's self-knowledge as essential information (3.9)
 - Models ethics and philosophy consistent with holistic nursing's beliefs (3.9)
 - Creates safe learning environments (3.9)
 - Uses teaching-learning methods appropriate to the clients' needs and/or situation (3.9)
 - Seeks ongoing feedback on information provided (3.8)
 - Facilitates others to access their own inner wisdom (3.8)
 - Honors uniqueness and inherent worthiness of clients throughout all aspects of the holistic nursing process (3.9)
 - Honors the individual as the authority/expert of his/her life experiences (3.9)
 - Honors and facilitates the natural development of and unfolding of the client's human processes, and inherent capacity for self-healing (3.9)
 - Engages in on-going self-reflection to identify wisdom learned and areas for self development (3.9)
 - Values all life experiences as opportunities to find personal meaning and cultivates self-awareness, self-reflection, and growth (3.9)
 - Reflects on the effect of one's cultural and spiritual beliefs, life experiences, biases, education, and values on his/her professional practice (3.8)
 - Practices holistic nursing care in a manner that preserves and protects the client's confidentiality, autonomy, dignity, rights, values, and beliefs within legal and regulatory parameters (4.0)
 - Respects the client's choices and health trajectory, even when it is incongruent with conventional wisdom/standards (3.8)
 - Informs the person of the risks, benefits, and outcomes of holistic healthcare regimes (3.8)
 - Assists persons in self-advocacy skill development, which includes making informed choices about their care (3.8)
 - Provides age appropriate holistic care in a culturally and ethnically sensitive manner (3.9)
 - Demonstrates a commitment to practice holistic self-care strategies to manage stress and enhance well-being (3.9)
 - Reports illegal, incompetent, or impaired practices (3.8)
 - Seeks and acquires knowledge and skills pertinent to the practice of holistic nursing (3.9)
 - Seeks experiences, formal and informal, to maintain and develop clinical skills, professional knowledge, and personal growth related to holistic nursing (3.9)
 - Uses current knowledge, including research findings, to expand clinical practice, professional performance, and role development (3.8)
 - Maintains professional records that provide evidence of competency, and life-long learning related to holistic nursing (3.8)
 - Recognizes that evidence-based practice contains three components: the best evidence, the client's preferences, and the nurse's expertise (3.8)
 - Approaches clients as integrated, adaptive systems, interconnected with all other systems (3.8)
 - Acknowledges that holistic health is a multidimensional state of well-being as perceived by the client (3.9)
 - Acknowledges health and well-being as the desired outcome of holistic nursing practice (3.8)

- Acknowledges self as integral with the healing environment (3.9)
- Focuses on facilitating the individual's growth, holistic health, and well-being (3.9)
- Uses Presence, Intentionality, Compassion, and Authenticity throughout the holistic nursing process (3.9)
- Engages in the practice of self-care as a prerequisite to providing holistic care (3.9)
- Provides age and developmentally appropriate holistic care from infant to elder in a culturally and ethnically sensitive manner (3.9)
- Promotes competency in holistic nursing practice to assure client quality of care (3.8)
- Uses communication knowledge and skills (e.g. active listening) to interact effectively within the clients' and colleagues' worldview (3.9)
- Validates communication with clients and colleagues to ensure constructive, purposeful interactions (3.9)
- Engages in team-work with all healthcare providers (3.8)
- Works to create and maintain healthy work environments that support holistic healthcare (3.8)
- Promotes advancement of holistic nursing as a profession (3.8)
- Demonstrates energy, excitement, and a passion for quality holistic nursing practice (3.8)
- Supports appropriate balance between work and holistic self-care in the lives of nurses and other colleagues (3.8)
- Maintains compassionate and caring relationships with peers and colleagues (3.8)
- Facilitates clients in becoming informed consumers of holistic care (3.8)
- Engages in nondiscriminatory holistic nursing practices (3.9)
- Acknowledges that the well-being of the ecosystem of the planet is a determining condition for the well-being of holistic human beings (3.8)
- Engages in activities that nurture and enhance our integral relationship with the earth (3.8)
- Proactively works to protect the holistic health and well-being of the ecosystem (3.8)
- Promotes work environments that support understanding, respect, health, healing, caring wholeness and harmony (3.8)

Least Important Competencies (<3.4)

All of the competencies rated higher than 3.0 for importance to competent performance with the exception of the competency "Uses unknowing when gathering data" which rated only 2.9 for importance. There were only six competencies which fell in the lower end of the 3.0-4.0 range.

- Uses sociopolitical knowing when gathering and validating data (3.2)
- Uses unknowing when gathering data (2.9)
- Uses holistic nursing theory to formulate outcomes (3.3)
- Partners with multiple sources (e.g. clients, advocates, etc) to create health documents (3.2)
- Participates in the work of the research ethics committee (3.1)
- Participates in systematic peer review considering practice standards and guidelines, relevant statutes, rules and regulations (3.3)

The Advanced Holistic Nurse

Because both sections (The Holistic Nurse and The Advanced Holistic Nurse) were completed by all respondents, it is not surprising to see that the frequency ratings in the section on The Advanced Holistic Nurse are lower since many of the respondents are not in advanced practice. This conclusion is substantiated in the cross tabulation section of this report.

As with the section of the survey on The Holistic Nurse, these competencies are rated at least 3.5 in importance, regardless of the fact that they are not performed as frequently by the respondents overall.

TABLE 3
The Advanced Holistic Nurse Statements by Sub-Section

| Average Rating by Sub-Section | | |
|--|-----------|------------|
| Section | Frequency | Importance |
| Assessment | 3.0 | 3.6 |
| Diagnosis | 3.0 | 3.6 |
| Outcomes Identification | 2.8 | 3.6 |
| Planning | 2.8 | 3.5 |
| Implementation | 2.7 | 3.6 |
| Evaluation | 2.8 | 3.7 |
| Ethics | 2.9 | 3.7 |
| Education | 2.7 | 3.6 |
| Evidence-Based Practice/Research (EBP) | 2.2 | 3.3 |
| Quality of Practice | 2.1 | 3.3 |
| Communication | 2.7 | 3.6 |
| Leadership | 2.8 | 3.6 |
| Collaboration | 2.6 | 3.6 |
| Professional Practice | 2.3 | 3.5 |
| Resource Utilization | 2.5 | 3.5 |
| Environmental Health | 2.9 | 3.6 |

Most Frequently Performed Competencies (>3.0)

The responses, taken as a whole, did not rank any competency in the section on The Advanced Holistic Nurse higher than 3.5 in terms of frequency. However, there were 14 competencies which rated higher than 3.0 in frequency of performance. Four of them were in the sub-section Assessment with the remainder sprinkled throughout the survey.

- Partners with clients to: explore and validate their story, find meaning embedded in their statements, and explore contextual issues (3.3)
- Assesses, interprets, and synthesizes multiple sources of knowledge to understand the client's need/problem (3.4)
- Assesses effects of relations and interactions among client, significant others, and/or community on client's well-being (3.3)
- Assesses client's sense-of-coherence (3.2)
- Differentiates clinical findings within normal and/or abnormal variations (3.1)

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- Uses and/or recommends a range of approaches/therapies, including both conventional healthcare treatments, and integrative health practices (3.2)
 - Partners with client in decision-making and role negotiations to ensure that the care plan is safe, efficient, and holistic (3.3)
 - Contributes actively and proactively to create an ecosystem that supports well-being of life (3.1) – This competency is in the Ethics Sub-Section.
 - Models expert holistic nursing practice to colleagues, consumers, and inter-professional team members (3.3) – This competency is in the Ethics Sub-Section.
 - Acquires advanced communication skills and knowledge relevant to the practice of Holistic Nursing (3.1)
 - Models expert holistic nursing practice to colleagues, consumers, and inter-professional team members (3.1) – This competency is in the Leadership Sub-Section.
 - Contributes actively and proactively to create an ecosystem that supports well-being of life (3.1) – This competency is in the Environmental Health Sub-Section.
 - Works to correct environmental factors that interfere with a healing environment (3.1)
 - Actively uses self to create a safe, healing environment for clients and caregivers (3.5)

Least Frequently Performed Competencies (≤2.0)

There were nine competencies which rated 2.0 or less for frequency of performance. Five of them were in the Quality of Practice sub-section, two were in the Evidence-Based Practice Research (EBP) sub-section, and one each in the Implementation and Assessment sub-sections.

- Uses art interpretation as a source of assessment (2.0)
- Prescribes pharmacologic agents based on current knowledge of pharmacology and physiology; clinical indicators; age; person's holistic status/needs; results of diagnostic labs; and the person's beliefs, values, and choices (1.9)
- Facilitates colleagues' critique of research findings to determine application to holistic nursing practice (2.0)
- Initiates and maintains a program of research related to holistic nursing (1.9)
- Analyzes quality-review data to formulate recommendations for improving holistic nursing practice (2.0)
- Develops indicators to monitor and/or standardize quality and effectiveness of holistic nursing practice (1.8)
- Develops and standardizes Holistic Nursing guidelines, protocols, and practice (1.8)
- Designs quality improvement initiatives (2.0)
- Evaluates the quality-of-care reports to identify research opportunities (1.9)

Most Important Competencies (≥ 3.8)

Although in all instances the competencies were rated higher in importance to competent performance than they were in frequency, there were fewer high rating competencies in the section on The Advanced Holistic Nurse. As before, this was due to the fact that those who are not in advanced practice also responded to this section. With the exception of “Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of-knowing importance for each phase of the nursing process,” all of these competencies were also on the highest rating list for frequency.

- Partners with clients to: explore and validate their story, find meaning embedded in their statements, and explore contextual issues (3.8)
- Assesses, interprets, and synthesizes multiple sources of knowledge to understand the client’s need/problem (3.8)
- Assesses effects of relations and interactions among client, significant others, and/or community on client’s well-being (3.8)
- Partners with client in decision-making and role negotiations to ensure that the care plan is safe, efficient, and holistic (3.8)
- Models expert holistic nursing practice to colleagues, consumers, and inter-professional team members (3.8) – This competency is in the Ethics Sub-Section.
- Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of-knowing importance for each phase of the nursing process (3.8)
- Actively uses self to create a safe, healing environment for clients and caregivers (3.8)

Least Important Competencies (< 3.4)

In the section of the survey on The Advanced Holistic Nurse, there was only one low-rated item for competent performance – “Uses art interpretation as a source of assessment.” Otherwise, none of the competencies rated less than 3.2 for importance to competent performance as an Advanced Holistic Nurse.

CROSS TABULATIONS

A few of the demographic variables were analyzed further, in order to see if there are any notable differences between The Holistic Nurse and The Advanced Holistic Nurse. See Appendix D for the cross tabulated data.

Cross Tabulation by Certification Held -- The Holistic Nurse

The first variable that was analyzed was the differences among those who hold the three credentials offered by the AHNCC. Table 4 shows the competencies in the section of the survey on The Holistic Nurse that had a difference of at least 0.4 amongst the three credentials. The highest frequency of performance is shown in red. It is interesting to note that, except for one, all of the competencies were rated higher in frequency by those with the AHN-BC.

| Competency | HN-BC | HNB-BC | AHN-BC |
|---|--------------|---------------|---------------|
| Uses unknowing when gathering data. | 2.6 | 2.7 | 3.0 |
| Documents relationship among diagnoses, expected outcomes, and evidence-based, holistic care plan in a secure and retrievable manner. | 3.2 | 2.9 | 3.5 |
| Uses holistic nursing theories to interpret meaning and to identify relationships among the data collected. | 3.1 | 2.9 | 3.3 |
| Synthesizes data/information to identify patterns. | 3.4 | 3.3 | 3.7 |
| Analyzes pattern(s) of data collected to derive diagnoses. | 3.1 | 3.2 | 3.6 |
| Validates diagnosis in partnership with client(s). | 3.3 | 3.2 | 3.7 |
| Clarifies and validates client's understanding of the plan. | 3.6 | 3.4 | 3.8 |
| Plans care that links assessment, diagnosis, and potential side effects. | 3.4 | 3.2 | 3.6 |
| Uses standardized language and/or recognized terminology to document the holistic plan. | 3.3 | 2.9 | 3.4 |
| Formulates a safe and effective care plan that incorporates appropriate integrative health practices. | 3.6 | 3.3 | 3.7 |
| Integrates current trends, research, and evidence-based interventions specific to the client's needs, problem, or situation. | 3.2 | 3.2 | 3.7 |
| Coordinates implementation of holistic care plan across settings and caregivers. | 3.1 | 2.8 | 3.2 |
| Partners with multiple sources (e.g. clients, advocates, etc.) to create health documents. | 2.9 | 2.6 | 3.0 |
| Partners with clients and others, as indicated, to evaluate the effectiveness of the plan, and determine factors that contribute to differences between expected and actual holistic outcome. | 3.2 | 2.8 | 3.5 |
| Documents results of the evaluation. | 3.2 | 3.1 | 3.6 |
| Uses ongoing evaluation to mutually revise, with persons involved: the plan, diagnosis, expected outcomes, and | 3.1 | 3.2 | 3.6 |

Table 4
Frequency of Competencies by Certification Held with a Difference of >0.4
The Holistic Nurse

| Competency | HN-BC | HNB-BC | AHN-BC |
|--|-------|--------|--------|
| implementation. | | | |
| Disseminate evaluation results according to laws and regulations. | 3.1 | 3.0 | 3.5 |
| Informs the person of the risks, benefits, and outcomes of holistic healthcare regime. | 3.5 | 3.4 | 3.8 |
| Seeks available resources in formulating holistic, ethical decisions. | 3.1 | 3.2 | 3.5 |
| Uses current knowledge, including research findings, to expand clinical practice, professional performance, and role development. | 3.4 | 3.5 | 3.8 |
| Uses the best available evidence, including theories and research findings, to guide holistic nursing practice decisions throughout the nursing process. | 3.2 | 3.1 | 3.6 |
| Participates, actively and ethically, in holistic research activities | 2.3 | 2.2 | 2.8 |
| Participates in the work of the research ethics committee. | 1.6 | 1.6 | 1.9 |
| Supports research of others on healing, wholeness, spirituality, and/or other holistic concepts. | 3.2 | 2.9 | 3.3 |
| Demonstrates quality by documenting the application of the holistic nursing process in a responsible, accountable, and ethical manner. | 3.1 | 3.0 | 3.5 |
| Seeks feedback from clients regarding impact and effectiveness of holistic nursing care. | 3.3 | 3.1 | 3.6 |
| Creates an environment that supports holistic nursing in risk-taking behaviors. | 2.9 | 3.0 | 3.3 |
| Participates in professional organizations in a membership capacity at local, state, national and international levels to expand promotion of holistic health. | 2.8 | 2.9 | 3.2 |
| Shares holistic nursing knowledge and skills with peers and colleagues at patient-care conferences. | 2.6 | 3.0 | 3.1 |
| Shares holistic nursing knowledge and skills with peers and colleagues at inter-professional team meetings, conferences, and other opportunities. | 2.8 | 3.0 | 3.2 |
| Provides rationale for holistic nursing practice beliefs, decisions, and actions as part of evaluation processes. | 2.9 | 2.9 | 3.3 |
| Identifies and reports discriminatory professional practice. | 1.9 | 2.1 | 2.4 |
| Assigns or delegates tasks as defined by the state nursing practice acts and according to the knowledge and skills of the designated care-giver. | 2.8 | 3.2 | 3.0 |

Cross Tabulation by Certification Held – The Advanced Holistic Nurse

The differences in frequency of performance of the competencies become more dramatic in the section of the survey on The Advanced Holistic Nurse. In that section of the survey, as would be expected, all of the competencies were rated as performed with more frequency by those who hold the AHN-BC credential. This supports the conclusion that the competencies in that section are indeed applicable to those who are an advanced practice holistic nurse. Table 5 depicts those competencies with more than 1.0 variance in frequency of performance. The numbers in red reinforce the finding that all of the highest rated competencies are performed more frequently by those with the AHN-BC credential.

| Competency | HN-BC | HNB-BC | AHN-BC |
|--|--------------|---------------|---------------|
| Formulates hypothetical diagnoses regarding bases of client's needs/situation/problems derived during interviews, examination, and diagnostic processes. | 2.4 | 2.2 | 3.5 |
| Validates diagnosis and expected outcomes with client, family/significant other, and other healthcare providers as appropriate. | 2.5 | 2.3 | 3.5 |
| Synthesizes data/information to identify patterns and variances within life context. | 2.5 | 2.4 | 3.6 |
| Partners with client and other healthcare providers to formulate inter-professional outcomes, consistent with diagnoses, client's perceived needs, circumstances, and resources. | 2.3 | 2.5 | 3.4 |
| Formulates and documents holistic, inter-professional outcomes, derived from the diagnoses, with realistic time frames. | 2.2 | 2.2 | 3.3 |
| Differentiates outcomes that require system-level interventions from those of independent nurse practice activities. | 2.2 | 2.2 | 3.4 |
| Designs and provides health information that is based on cost-effectiveness research and is appropriate to the client's unique situation. | 2.4 | 2.3 | 3.5 |
| Provides clients with appropriate information including side effects and cost of both conventional and integrative health practices. | 2.4 | 2.2 | 3.3 |
| Provides nurses with educational programs that explain/expand holistic nursing. | 1.9 | 2.6 | 3.1 |
| Partners with clients in various settings to promote health, prevent illness, and provide participatory guidance. | 2.4 | 2.4 | 3.5 |
| Provides consultation by integrating and synthesizing data from multiple sources of evidence including: clinical data, theoretical frameworks, organizational structures, belief/value systems, and scientific evidence. | 1.9 | 2.2 | 3.2 |
| Provides inter-professional team members information on holistic principles and practices indicated by client's situation, worldview, and research findings. | 1.9 | 2.1 | 3.1 |

Table 5
Frequency of Competencies by Certification Held with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | HN-BC | HNB-BC | AHN-BC |
|--|--------------|---------------|---------------|
| Enhances the effectiveness of consultation by involving clients and other stakeholders, negotiating role responsibilities, and using supportive decision-making. | 2.0 | 2.2 | 3.1 |
| Clearly and concisely communicates consultation recommendations to all stakeholders in order to bring about negotiated change. | 1.9 | 2.2 | 3.0 |
| Consults with inter-professional colleagues as needed to enhance holistic plan implementation. | 2.0 | 2.3 | 3.1 |
| Uses advanced knowledge of pharmacology, psychoneuroimmunology, nutritional supplements, herbal and homeopathic remedies, and integrative health practices to plan and prescribe care consistent with client needs/health issue/problem. | 1.8 | 2.1 | 3.0 |
| Synthesizes multiple sources of knowledge/information, including client self-knowledge when prescribing holistic treatment. | 2.0 | 2.3 | 3.2 |
| Prescribes holistic plan care plan co-created by partnering with client. | 2.0 | 2.5 | 3.3 |
| Prescribes pharmacologic agents based on current knowledge of pharmacology and physiology; clinical indicators; age; person's holistic status/needs; results of diagnostic labs; and the person's beliefs, values, and choices. | 1.6 | 1.5 | 2.3 |
| Evaluates and analyzes therapeutic effects, possible side-effects, and possible interactions of all prescribed treatments. | 2.2 | 2.2 | 3.3 |
| Provides client with information about cost and expected outcomes of planned treatment and integrative options. | 2.0 | 2.1 | 3.1 |
| Documents collaborative discussions including holistic plan changes, communications, and rationale. | 2.0 | 2.4 | 3.1 |
| Partners with client to evaluate the accuracy of the diagnosis, effectiveness of interventions, change in meaning of experience, and person's expected outcomes. | 2.4 | 2.4 | 3.6 |
| Partners with client to evaluate effectiveness of holistic nursing plan and to adapt care plan as indicated by evaluation, resources, and/or situation. | 2.3 | 2.5 | 3.6 |
| Partners with the client to evaluate the accuracy of the interdisciplinary diagnoses, expected outcomes, and intervention effectiveness. | 2.1 | 2.2 | 3.2 |
| Synthesizes results of evaluations to determine the impact of care and proposed changes in healthcare processes, and/or systems as indicated and appropriate. | 2.1 | 2.0 | 3.2 |
| Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of-knowing important for each phase of the nursing process. | 2.3 | 2.5 | 3.5 |
| Uses current healthcare research findings and other sources to understand national practice standards and trends in holistic nursing. | 2.4 | 2.6 | 3.6 |

Table 5
Frequency of Competencies by Certification Held with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | HN-BC | HNB-BC | AHN-BC |
|---|--------------|---------------|---------------|
| Provides educational programs for nurses and colleagues that explain and expand holistic nursing. | 2.0 | 2.4 | 3.1 |
| Critiques research projects and results to determine appropriateness for application to holistic nursing practice. | 1.4 | 1.8 | 2.5 |
| Uses nursing theory to base and guide research projects. | 1.7 | 2.1 | 2.9 |
| Uses research findings in the development of policies, procedures, and practice guidelines for holistic client care. | 1.7 | 2.2 | 3.1 |
| Provides guidance and leadership for nurse colleagues (and others as indicated) in the research process and the use of research findings. | 1.6 | 2.9 | 2.7 |
| Advocates for and educates others about the three components of EBP. | 1.4 | 2.0 | 2.8 |
| Promotes competency in holistic nursing practice to assure quality of care to clients. | 2.1 | 2.4 | 3.5 |
| Uses advanced knowledge and skills to promote open communication among the inter-professional team members and the client. | 2.2 | 2.5 | 3.5 |
| Formulates recommendations to improve holistic nursing practice. | 1.7 | 2.5 | 3.1 |
| Critically examines integrative practices indicated in any treatment plan for their efficacy, safety, and appropriateness. | 2.1 | 2.4 | 3.2 |
| Develops innovative strategies that consider resource utilization. | 1.9 | 2.2 | 3.0 |

Cross Tabulation by Highest Educational Level – The Holistic Nurse

The next category which was cross tabulated was the highest education level achieved. Because there were very few respondents with a Diploma, MED, EDD, or DNP, and the data from those groups skewed the data, the responses from these respondents were not included in the analysis, although their responses can be found in Appendix D. For the sake of this analysis, those competencies which had a difference in the frequency of performance by more than 0.5 were reviewed to determine if the level of education affects the frequency with which competencies are performed.

Table 6 compares the ratings with the highest frequency rating in red and the lowest frequency rating in blue. There were only eighteen competencies which had a difference of more than 0.5 in frequency rating and only one had a difference of more than 1.0. Although Table 4 indicates that those with an MS and PhD has their highest level of education tended to perform these eighteen competencies with more frequency, it cannot be concluded that there is an overall differentiation in the frequency of performance of the competencies based solely on the highest education level achieved for The Holistic Nurse.

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|---|------------|-----------|------------|-----------|------------|-----------|------------|
| Uses reflective knowing when gathering and validating data. | 3.5 | 3.1 | 3.3 | 3.6 | 3.3 | 3.3 | 3.7 |
| Uses holistic nursing theories to interpret meaning and to identify relationships among the data collected. | 2.9 | 2.9 | 3.1 | 2.9 | 3.2 | 3.2 | 3.5 |
| Synthesizes data/information to identify patterns. | 3.0 | 3.3 | 3.4 | 3.8 | 3.6 | 3.6 | 3.8 |
| Analyzes pattern(s) of data collected to derive diagnoses. | 3.0 | 3.0 | 3.2 | 3.6 | 3.5 | 3.3 | 3.7 |
| Validates diagnosis in partnership with client(s). | 3.5 | 3.1 | 3.3 | 3.5 | 3.5 | 3.8 | 3.6 |
| Uses standardized language and/or recognized terminology to document the holistic plan. | 3.4 | 3.4 | 3.3 | 3.1 | 3.3 | 3.7 | 3.1 |
| Integrates current trends, research, and evidence-based interventions specific to the client's needs, problem, or situation. | 3.3 | 3.2 | 3.4 | 3.4 | 3.4 | 3.7 | 3.8 |
| Seeks ongoing feedback on information provided. | 3.7 | 3.2 | 3.7 | 3.8 | 3.6 | 3.9 | 3.6 |
| Uses ANA Code of Ethics with Interpretative Statement and AHNA Position Statement on Holistic Nursing Ethics to guide practice. | 3.4 | 3.5 | 3.4 | 2.8 | 3.4 | 3.5 | 3.6 |
| Participates, actively and ethically, in holistic research activities. | 2.3 | 2.0 | 2.1 | 2.6 | 2.4 | 2.5 | 3.1 |
| Supports research of others on healing, wholeness, spirituality, and/or other holistic concepts. | 3.3 | 3.1 | 3.0 | 3.2 | 3.1 | 3.2 | 3.6 |
| Seeks feedback from clients regarding impact and effectiveness of holistic nursing care. | 3.1 | 2.9 | 3.3 | 3.5 | 3.5 | 3.6 | 3.5 |

TABLE 6
Frequency of Competencies by Highest Education Level with a Difference of >0.5
The Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|---|------------|-----------|------------|-----------|------------|-----------|------------|
| Facilitates negotiations of conventional and integrative practices for continuity of care and program planning. | 3.0 | 2.9 | 3.2 | 3.6 | 3.2 | 3.7 | 3.0 |
| Facilitates inter-professional processes that enhance contributions of all members of the health team. | 3.1 | 2.9 | 3.3 | 3.5 | 3.3 | 3.6 | 3.0 |
| Engages in team-work with all healthcare providers. | 3.5 | 3.5 | 3.6 | 3.8 | 3.4 | 3.9 | 3.3 |
| Has the ability to define a clear vision of holistic nursing practice, associated goals with implementation and evaluation plans to measure success. | 3.2 | 3.2 | 3.1 | 3.5 | 3.3 | 3.4 | 3.7 |
| Supports appropriate balance between work and holistic self-care in the lives of nurses and other colleagues. | 3.6 | 3.2 | 3.5 | 3.8 | 3.6 | 3.8 | 3.5 |
| Participates in professional organizations in a membership capacity at local, state, national, and international levels to expand promotion of holistic health. | 2.9 | 3.3 | 2.7 | 3.1 | 3.0 | 3.4 | 3.4 |

Cross Tabulation by Highest Educational Level – The Advanced Holistic Nurse

The same cross tabulation was conducted for the section of the survey on The Advanced Holistic Nurse. The differences in frequency of performance were more dramatic in this section. There were 61 competencies with a difference of more than 1.0 in frequency of performance.

As with the previous table, the highest rating is in red and the lowest in blue. With only one exception (“Designs quality improvement initiatives”), all of the competencies in the section on The Advanced Holistic Nurse are performed more frequently by those with at least a Master’s Degree. In the majority of these competencies, those with an ADN rated them the least frequently performed.

TABLE 7
Frequency of Competencies by Highest Education Level with a Difference of > 1.0
The Advanced Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|--|-----|-----|-----|-----|-----|-----|-----|
| Assesses, interprets, and synthesizes multiple sources of knowledge to understand the client’s need/problem. | 3.2 | 3.2 | 2.9 | 2.3 | 3.7 | 3.5 | 3.8 |
| Assesses relations and interactions among individuals, families, the community, and social systems on the community’s (and/or society’s) well-being. | 2.8 | 2.6 | 2.8 | 3.7 | 3.3 | 3.2 | 3.4 |
| Formulates hypothetical diagnoses regarding bases of client’s needs/situation/problems derived during interview, examination, and diagnostic processes. | 2.3 | 2.2 | 2.4 | 2.9 | 3.3 | 3.2 | 3.1 |
| Partners with client to explore possible strategies using linguistic and symbolic language. | 1.8 | 2.2 | 2.3 | 2.8 | 2.8 | 2.8 | 3.0 |
| Evaluates system-wide resources needed to carry out holistic plan. | 2.4 | 2.5 | 2.5 | 3.1 | 3.2 | 3.5 | 3.0 |
| Maintains a dynamic assessment-diagnosis-outcome-implementation process to ensure holistic practice effectiveness. | 2.3 | 2.4 | 2.4 | 3.1 | 3.2 | 3.3 | 3.5 |
| Uses and/or recommends a range of approaches/therapies, including both conventional healthcare treatments, and integrative health practices. | 2.7 | 2.7 | 2.6 | 3.3 | 3.5 | 3.7 | 3.5 |
| Integrates and synthesizes inter-professional information needed to prescribe strategies important to client’s perceived well-being, including community support and/or modifications of surroundings. | 2.4 | 2.3 | 2.2 | 3.3 | 3.0 | 3.3 | 3.1 |
| Designs and provides health information that is based on cost-effectiveness research and is appropriate to the client’s unique situation. | 2.3 | 2.4 | 2.2 | 3.3 | 3.0 | 3.3 | 3.3 |
| Partners with multiple sources (e.g. clients, advocates, etc.) to create holistic health documents and health policies. | 1.9 | 2.4 | 1.9 | 1.5 | 2.5 | 2.9 | 2.5 |
| Provides nurses with educational programs that explain/expand holistic nursing. | 2.1 | 2.4 | 1.9 | 2.8 | 2.8 | 2.8 | 3.4 |

TABLE 7
Frequency of Competencies by Highest Education Level with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|--|------------|-----------|------------|-----------|------------|-----------|------------|
| Evaluates holistic health information acquired from various sources (e.g. books, brochures, internet, etc) for accuracy, readability, comprehensibility, quality, and appropriateness for the individual. | 2.7 | 2.6 | 2.5 | 3.1 | 3.2 | 3.2 | 3.6 |
| Evaluates effectiveness of holistic health information provided to help people learn about themselves and their conditions or situations. | 2.5 | 2.5 | 2.4 | 3.0 | 3.3 | 3.1 | 3.5 |
| Provides consultation by integrating and synthesizing data from multiple sources of evidence including: clinical data, theoretical frameworks, organizational structures, belief/value systems, and scientific evidence. | 2.0 | 2.1 | 2.0 | 2.1 | 3.0 | 3.1 | 3.2 |
| Provides inter-professional team members information on holistic principles and practices indicated by client's situation, worldview, and research findings. | 1.9 | 2.1 | 2.1 | 2.4 | 2.9 | 3.1 | 2.7 |
| Enhances the effectiveness of consultation by involving clients and other stakeholders, negotiating role responsibilities, and using supportive decision-making. | 2.0 | 2.1 | 2.1 | 2.1 | 2.1 | 2.7 | 3.1 |
| Uses advanced knowledge of pharmacology, psychoneuroimmunology, nutritional supplements, herbal and homeopathic remedies, and integrative health practices to plan and prescribe care consistent with client needs/health issue/problem. | 2.0 | 1.9 | 1.8 | 2.1 | 2.8 | 2.9 | 3.1 |
| Synthesizes multiple sources of knowledge/information, including client self-knowledge when prescribing holistic treatment. | 2.1 | 2.4 | 2.0 | 2.3 | 3.1 | 2.9 | 3.2 |
| Prescribes holistic plan care plan co-created by partnering with client. | 1.9 | 2.3 | 2.2 | 2.8 | 3.1 | 3.1 | 3.3 |
| Provides client with information about cost and expected outcomes of planned treatment and integrative options. | 2.0 | 1.9 | 2.0 | 2.6 | 2.8 | 2.9 | 3.0 |
| Partners with client to evaluate the accuracy of the diagnosis, effectiveness of interventions, change in meaning of experience, and person's expected outcomes. | 2.2 | 2.3 | 2.4 | 3.3 | 3.4 | 3.2 | 3.5 |
| Partners with client to evaluate effectiveness of holistic nursing plan and to adapt care plan as indicated by evaluation, resources, and/or situation. | 2.1 | 2.4 | 2.6 | 3.5 | 3.4 | 3.2 | 3.4 |
| Partners with the client to evaluate the accuracy of the interdisciplinary diagnoses, expected outcomes, and intervention effectiveness. | 1.9 | 2.2 | 2.2 | 3.1 | 3.1 | 3.1 | 2.8 |

TABLE 7
Frequency of Competencies by Highest Education Level with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|---|------------|-----------|------------|-----------|------------|-----------|------------|
| Synthesizes results of evaluations to determine the impact of care and proposed changes in healthcare processes, and/or systems as indicated and appropriate. | 1.9 | 2.2 | 2.2 | 2.5 | 3.1 | 3.1 | 2.8 |
| Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of-knowing important for each phase of the nursing process. | 2.4 | 2.7 | 2.3 | 2.5 | 3.3 | 3.2 | 3.5 |
| Uses expert knowledge and skills to influence inter-professional decision-making related to holistic healthcare. | 2.7 | 2.8 | 2.3 | 2.8 | 3.2 | 3.1 | 3.4 |
| Uses current healthcare research findings and other sources to understand national practice standards and trends in holistic nursing. | 2.5 | 2.6 | 2.2 | 2.4 | 3.2 | 3.3 | 3.6 |
| Acquires advanced communication skills and knowledge relevant to the practice of holistic nursing. | 2.4 | 2.8 | 2.4 | 2.8 | 3.5 | 3.3 | 3.6 |
| Provides educational programs for nurses and colleagues that explain and expand holistic nursing. | 1.7 | 2.3 | 1.8 | 2.4 | 2.8 | 2.8 | 3.2 |
| Provides professional organization leadership needed to expand provisions of holistic healthcare at local, state, national and international levels. | 1.6 | 2.1 | 1.6 | 2.1 | 2.4 | 2.6 | 2.8 |
| Facilitates colleagues' critique of research findings to determine application to holistic nursing practice. | 1.3 | 1.7 | 1.6 | 1.3 | 2.2 | 2.3 | 2.7 |
| Critiques research projects and results to determine appropriateness for application to holistic nursing practice. | 1.2 | 1.8 | 1.6 | 1.5 | 2.3 | 2.4 | 2.9 |
| Uses nursing theory to base and guide research projects. | 1.7 | 2.1 | 1.8 | 1.9 | 2.5 | 2.6 | 3.9 |
| Uses research findings in the development of policies, procedures, and practice guidelines for holistic client care. | 1.5 | 2.3 | 1.9 | 2.1 | 2.7 | 2.9 | 3.1 |
| Initiates and maintains a program of research related to holistic nursing. | 1.5 | 2.0 | 1.5 | 1.8 | 1.9 | 2.0 | 2.6 |
| Provides guidance and leadership for nurse colleagues (and others as indicated) in the research process and the use of research findings. | 1.5 | 2.1 | 1.6 | 1.6 | 2.2 | 2.2 | 3.0 |
| Advocates for and educates others about the three components of EBP. | 1.3 | 2.2 | 1.7 | 1.8 | 2.4 | 2.2 | 2.9 |
| Uses organizational and community resources to formulate multidisciplinary plans of care. | 1.9 | 2.2 | 2.0 | 3.0 | 2.7 | 2.8 | 2.5 |
| Develops evaluation strategies to demonstrate cost effectiveness, cost-benefits, and efficiency factors. | 1.5 | 2.2 | 1.7 | 1.9 | 2.2 | 2.4 | 2.6 |
| Uses the results of quality improvement activities to initiate changes in holistic nursing practice and in the healthcare delivery system. | 1.5 | 2.2 | 1.8 | 2.0 | 2.3 | 2.5 | 2.6 |

TABLE 7
Frequency of Competencies by Highest Education Level with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|--|------------|-----------|------------|-----------|------------|-----------|------------|
| Analyzes quality-review data to formulate recommendations for improving holistic nursing practice. | 1.4 | 1.8 | 1.7 | 1.8 | 2.1 | 2.2 | 2.5 |
| Develops and standardizes holistic nursing guidelines, protocols, and practice. | 1.2 | 1.8 | 1.5 | 1.6 | 1.9 | 1.9 | 2.4 |
| Designs quality improvement initiatives. | 1.4 | 2.5 | 1.7 | 1.6 | 2.0 | 2.1 | 2.3 |
| Promotes competency in holistic nursing practice to assure quality of care to clients. | 2.0 | 2.8 | 2.1 | 2.0 | 3.1 | 2.8 | 3.5 |
| Uses advanced knowledge and skills to promote open communication among the inter-professional team members and the client. | 2.1 | 2.8 | 2.3 | 3.4 | 3.4 | 3.2 | 3.1 |
| Uses story-telling to reframe experience. | 2.6 | 2.7 | 2.2 | 3.3 | 3.2 | 2.6 | 3.3 |
| Formulates recommendations to improve holistic nursing practice. | 2.0 | 2.1 | 2.2 | 2.5 | 2.8 | 2.7 | 3.2 |
| Leads the development of continuous improvement of systems that support and/or provide holistic care. | 1.7 | 2.1 | 2.1 | 2.0 | 2.4 | 2.8 | 2.7 |
| Makes referrals and performs follow-up as needed. | 1.9 | 2.4 | 2.2 | 2.6 | 2.9 | 3.0 | 2.8 |
| Participates with inter-professional teams that contribute to role development, advanced holistic nursing practice, and/or holistic healthcare. | 1.5 | 2.4 | 1.9 | 2.5 | 2.6 | 2.8 | 2.9 |
| Provides inter-professional educational information on holistic care as indicated. | 1.8 | 2.3 | 2.1 | 2.6 | 2.8 | 3.1 | 3.1 |
| Provides professional organization leadership needed to expand provisions of holistic healthcare at local, state, national, and international levels. | 1.5 | 2.2 | 1.6 | 1.9 | 2.2 | 2.1 | 2.8 |
| Communicates consultation recommendations, including those that facilitate change. | 1.8 | 2.4 | 2.1 | 2.8 | 2.8 | 2.9 | 3.1 |
| Engages in formal feedback processes with nursing colleagues to evaluate own holistic practice, knowledge, and skills as they relate to current laws, regulations, and rules. | 1.6 | 2.5 | 1.8 | 2.1 | 2.5 | 2.6 | 2.8 |
| Provides leadership for formal inter-professional processes to evaluate own holistic practice, knowledge, and skills in respect to current practice standards, rules, regulations, and laws. | 1.5 | 2.0 | 1.6 | 2.1 | 2.3 | 2.6 | 2.4 |
| Synthesizes results of evaluations to determine the impact of care and propose changes in healthcare processes and/or systems. | 1.4 | 1.9 | 1.8 | 1.6 | 2.3 | 2.3 | 2.5 |
| Critically examines integrative practices indicated in any treatment plan for their efficacy, safety, and appropriateness. | 2.0 | 2.6 | 2.3 | 2.8 | 3.0 | 3.1 | 3.3 |
| Uses organizational and community resources to formulate inter-professional care plans. | 1.7 | 2.2 | 2.1 | 2.9 | 2.7 | 2.7 | 2.8 |
| Develops innovative strategies that consider resource utilization. | 1.9 | 2.0 | 2.1 | 2.9 | 2.7 | 2.6 | 3.1 |

TABLE 7
Frequency of Competencies by Highest Education Level with a Difference of >1.0
The Advanced Holistic Nurse

| Competency | ADN | BS | BSN | MA | MSN | MS | PhD |
|---|------------|-----------|------------|-----------|------------|-----------|------------|
| Critically evaluates the popular media presentation of environmental health issues. | 2.2 | 2.1 | 2.4 | 2.9 | 3.2 | 3.1 | 3.3 |
| Evaluates the practice environment to identify research opportunities and/or questions, relevant to holistic nursing. | 2.1 | 2.2 | 2.1 | 1.9 | 2.6 | 2.6 | 3.1 |

Cross Tabulation by Primary Place of Employment – The Holistic Nurse

The final cross tabulation was made using the Primary Place of Employment. The number of respondents who primarily work at a community college, HMO managed care facility, in home health, and in a non-academic setting were few and skewed the data so they are not included in this analysis. However, the data from all these groups can be found in Appendix D.

The competencies which had a frequency difference of more than 0.5 are shown in Table 8. The highest ratings are in red and the lowest in blue. Only 21 of the competencies had a difference of at least 0.5 and there is no discernible pattern to the numbers. These data suggest that the primary place of employment has little bearing on the frequency with which a holistic nurse performs the competencies.

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|--|--------------------------------|-------------------------------------|---------------------------------|----------------|---------------------------|
| Assesses significant others' perceptions of the situation. | 3.3 | 3.3 | 3.4 | 3.9 | 3.0 |
| Assesses interactions between the client and significant others. | 3.3 | 3.5 | 3.6 | 3.8 | 3.1 |
| Uses holistic nursing theories to interpret meaning and to identify relationships among the data collected. | 3.4 | 2.9 | 2.8 | 3.0 | 3.2 |
| Partners with clients and others, as indicated, to evaluate the effectiveness of the plan and to determine factors that contribute to differences between expected and actual holistic outcomes. | 3.3 | 3.0 | 3.2 | 3.6 | 3.4 |
| Demonstrates knowledge of the role and referral process of the ethics committee in the organization. | 3.3 | 3.0 | 3.2 | 2.8 | 2.7 |
| Advocates for the holistic well-being of the global community with consideration for the economy, education, and social justice. | 3.5 | 2.9 | 3.1 | 3.4 | 3.3 |
| Participates, actively and ethically, in holistic research activities. | 3.0 | 2.3 | 2.4 | 2.5 | 2.4 |
| Demonstrates quality by documenting the application of the holistic nursing process in a responsible, accountable, and ethical manner. | 3.6 | 3.1 | 2.9 | 3.4 | 3.3 |

TABLE 8
Frequency of Competencies by Primary Place of Employment with a Difference of >0.5
The Holistic Nurse

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|--|--------------------------------|-------------------------------------|---------------------------------|----------------|---------------------------|
| Obtains and maintains professional certification in holistic nursing and other areas of expertise. | 3.5 | 3.7 | 3.4 | 3.0 | 3.7 |
| Facilitates negotiations of conventional and integrative practices for continuity of care and program planning. | 3.3 | 3.1 | 2.9 | 3.5 | 3.2 |
| Facilitates inter-professional processes that enhance contributions of all members of the health team. | 3.3 | 3.3 | 3.1 | 3.8 | 3.0 |
| Partners with client and colleagues to enhance healthcare-consumer's perception of well-being. | 3.6 | 3.3 | 3.1 | 3.9 | 3.4 |
| Engages in team-work with all healthcare providers. | 3.6 | 3.7 | 3.8 | 3.9 | 3.1 |
| Serves in key roles in the work setting by participating on committees, councils, and administrative activities. | 3.5 | 3.4 | 3.3 | 3.1 | 2.5 |
| Collaborates with inter-professional team to optimize resources needed for holistic care plan. | 3.3 | 3.2 | 2.9 | 3.8 | 3.0 |
| Participates in professional organizations in a membership capacity at local, state, national, and international levels to expand promotion of holistic health. | 3.3 | 2.8 | 2.9 | 2.7 | 3.0 |
| Shares holistic nursing knowledge and skills with peers and colleagues at patient-care conferences. | 3.1 | 2.9 | 3.4 | 3.1 | 2.7 |
| Provides peers with feedback regarding their practice and/or role performance, as it affects the well-being of both the peers and their clients, using constructive language and sincere communications. | 2.9 | 2.9 | 3.1 | 3.4 | 2.5 |
| Participates in systematic peer review considering practice standards and guidelines, relevant statutes, rules and regulations. | 2.6 | 2.6 | 2.6 | 2.4 | 2.0 |
| Facilitates clients in becoming informed consumers of holistic care. | 3.9 | 3.3 | 3.3 | 3.2 | 3.6 |
| Assigns or delegates tasks as defined by the state nurse practice acts and according to the knowledge and skills of the designated care-giver. | 3.0 | 3.3 | 3.5 | 3.6 | 2.8 |

Cross Tabulation by Primary Place of Employment – The Advanced Holistic Nurse

The results of this cross tabulation were very different with the competencies for The Advanced Holistic Nurse. In this section of the survey there were greater variances in the frequency with which the respondents perform the competencies. Table 9 shows those with a variance of 1.0 or more with the highest frequency rating in red and the lowest frequency rating in blue. It shows quite clearly that those who more frequently perform the competencies in the section on The Advanced Holistic Nurse tend to work at a college or university. Those who are self-employed also rated several of these competencies as performed frequently. Those who work for a for-profit hospital or in hospice care tend to perform The Advanced Holistic Nurse competencies less frequently.

TABLE 9
Frequency of Competencies by Primary Place of Employment with a Difference of ≥ 1.0
The Advanced Holistic Nurse

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|--|------------------------|----------------------------|-------------------------|---------|-------------------|
| Differentiates outcomes that require system-level interventions from those of independent nurse practice activities. | 3.2 | 2.4 | 2.5 | 2.2 | 2.9 |
| Partners with client to explore possible strategies using linguistic and symbolic language. | 3.0 | 2.1 | 1.9 | 2.2 | 2.9 |
| Designs and provides health information that is based on cost-effectiveness research and is appropriate to the client's unique situation. | 3.4 | 2.4 | 2.2 | 2.4 | 3.1 |
| Provides clients with appropriate information including side effects and costs of both conventional and integrative health practices. | 3.3 | 2.3 | 2.6 | 2.7 | 3.2 |
| Provides nurses with educational programs that explain/expand holistic nursing. | 3.4 | 2.5 | 2.6 | 2.4 | 2.5 |
| Evaluates holistic health information acquired from various sources (e.g. books, brochures, internet, etc.) for accuracy, readability, comprehensibility, quality, and appropriateness for the individual. | 3.7 | 2.7 | 2.7 | 2.8 | 3.2 |
| Evaluates effectiveness of holistic health information provided to help people learn about themselves and their conditions or situations. | 3.6 | 2.6 | 2.8 | 2.6 | 3.2 |

TABLE 9
Frequency of Competencies by Primary Place of Employment with a Difference of ≥ 1.0
The Advanced Holistic Nurse

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|---|--------------------------------|-------------------------------------|---------------------------------|----------------|---------------------------|
| Provides consultation by integrating and synthesizing data from multiple sources of evidence including: clinical data, theoretical frameworks, organizational structures, belief/value systems, and scientific evidence. | 3.2 | 2.3 | 2.3 | 2.0 | 2.9 |
| Uses advanced knowledge of pharmacology, psychoneuroimmunology, nutritional supplements, herbal and homeopathic remedies, and integrative health practices to plan and prescribe care consistent with client needs/health issues/problem. | 2.8 | 2.2 | 2.0 | 1.7 | 3.0 |
| Synthesizes multiple sources of knowledge/information, including client self-knowledge, when prescribing holistic treatment. | 3.0 | 2.4 | 2.3 | 2.0 | 3.1 |
| Prescribes holistic plan care plan co-created by partnering with client. | 3.1 | 2.4 | 2.2 | 2.0 | 3.2 |
| Evaluates and analyzes therapeutic effects, possible side-effects, and possible interactions of all prescribed treatments. | 3.0 | 2.4 | 2.4 | 1.9 | 3.1 |
| Provides client with information about cost and expected outcomes of planned treatment and integrative options. | 2.8 | 2.0 | 2.6 | 1.6 | 3.0 |
| Documents referrals, including provisions for continuity of holistic care. | 3.0 | 2.3 | 2.6 | 2.0 | 2.0 |
| Partners with client to evaluate the accuracy of the diagnosis, effectiveness of interventions, change in meaning of experience, and person's expected outcomes. | 3.3 | 2.6 | 2.4 | 2.4 | 3.4 |
| Provides educational programs for nurses and colleagues that explain and expand holistic nursing. | 3.4 | 2.4 | 2.7 | 2.9 | 2.3 |
| Facilitates colleagues' critique of research findings to determine application to holistic nursing practice. | 2.8 | 1.9 | 1.9 | 1.6 | 1.9 |
| Critiques research projects and results to determine appropriateness for application to holistic nursing practice. | 3.0 | 1.9 | 1.8 | 1.4 | 2.1 |
| Uses nursing theory to base and guide research projects. | 3.0 | 2.2 | 1.8 | 1.7 | 2.3 |

TABLE 9
Frequency of Competencies by Primary Place of Employment with a Difference of ≥ 1.0
The Advanced Holistic Nurse

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|---|------------------------|----------------------------|-------------------------|---------|-------------------|
| Uses research findings in the development of policies, procedures, and practice guidelines for holistic client care. | 2.9 | 2.2 | 1.8 | 2.0 | 2.3 |
| Initiates and maintains a program of research related to holistic nursing. | 2.9 | 1.8 | 1.9 | 1.4 | 1.8 |
| Provides guidance and leadership for nurse colleagues (and others as indicated) in the research process and the use of research findings. | 3.2 | 2.0 | 2.1 | 1.6 | 1.8 |
| Advocates for and educates others about the three components of EBP. | 3.1 | 2.1 | 2.3 | 1.8 | 1.9 |
| Promotes competency in holistic nursing practice to assure quality of care to clients. | 3.4 | 2.4 | 2.3 | 2.6 | 3.0 |
| Makes referrals and performs follow-up as needed. | 2.8 | 2.2 | 2.3 | 2.0 | 3.0 |
| Provides professional organization leadership needed to expand provisions of holistic healthcare at local, state, national, and international levels. | 2.7 | 2.0 | 2.0 | 1.6 | 2.1 |
| Develops practice environments that recognize, value, and demonstrate holistic communication as fundamental to care. | 3.3 | 2.6 | 2.3 | 2.7 | 3.3 |
| Communicates consultation recommendations, including those that facilitate change. | 3.0 | 2.2 | 2.5 | 2.0 | 3.0 |
| Synthesizes results of evaluations to determine the impact of care and propose changes in healthcare processes, and/or systems. | 2.6 | 2.0 | 1.8 | 1.4 | 2.1 |
| Contributes actively and proactively to create an ecosystem that supports well-being of all life. | 3.6 | 2.8 | 2.6 | 2.3 | 3.5 |
| Analyzes the impact of multiple forces (social, political, human, etc.) on the environment. | 3.4 | 2.6 | 2.7 | 2.4 | 3.2 |
| Critically evaluates the popular media presentations of environmental health issues. | 3.4 | 2.4 | 2.2 | 2.3 | 3.2 |
| Advocates for implementation of holistic environmental principles. | 3.5 | 2.6 | 2.4 | 2.1 | 3.4 |

TABLE 9
Frequency of Competencies by Primary Place of Employment with a Difference of ≥ 1.0
The Advanced Holistic Nurse

| Competency | College/ University | Hospital/ Non Profit | Hospital/ For Profit | Hospice | Self- Employed |
|--|--------------------------------|-------------------------------------|---------------------------------|----------------|---------------------------|
| Supports nurses in advocating for/and implementing holistic environmental principles. | 3.4 | 2.7 | 2.7 | 2.0 | 3.2 |
| Works to correct environmental factors that interfere with a healing environment. | 3.4 | 2.7 | 2.7 | 2.4 | 3.4 |
| Evaluates the practice environment to identify research opportunities and/or questions relevant to holistic nursing. | 3.2 | 2.4 | 2.3 | 2.1 | 2.6 |
| Develops practice environments that recognize, value, and demonstrate holistic communication as fundamental to care. | 3.3 | 2.8 | 2.6 | 2.4 | 3.4 |

CONCLUSIONS AND RECOMMENDATIONS

Average Frequency Rating By Credential and Section – The Holistic Nurse

Table 10 shows the average frequency rating of the competencies for each of the credentials in each section of the Holistic Nurse portion of the survey.

| Section | HN-BC | HNB-BC | AHN-BC |
|----------------------------------|--------------|---------------|---------------|
| Assessment | 3.56 | 3.49 | 3.64 |
| Diagnosis | 3.23 | 3.15 | 3.58 |
| Outcomes Identification | 3.43 | 3.35 | 3.58 |
| Planning | 3.43 | 3.20 | 3.53 |
| Implementation | 3.54 | 3.39 | 3.65 |
| Evaluation of Implemented Care | 3.15 | 3.03 | 3.55 |
| Ethics | 3.48 | 3.44 | 3.63 |
| Education | 3.53 | 3.65 | 3.78 |
| Evidence-Based Practice | 2.12 | 2.66 | 3.08 |
| Quality of Practice | 3.56 | 3.52 | 3.67 |
| Communication | 3.37 | 3.37 | 3.57 |
| Leadership | 3.40 | 3.39 | 3.50 |
| Collaboration | 3.01 | 3.13 | 3.31 |
| Professional Practice Evaluation | 3.00 | 2.90 | 3.19 |
| Resource Utilization | 3.11 | 3.20 | 3.37 |
| Environmental Health | 3.56 | 3.52 | 3.64 |

In all of the sub-sections in the section on The Holistic Nurse, those with the AHN-BC credential performed the competencies on average with more frequency than those with the HN-BC and HNB-BC credentials. It is also interesting to note that -- except for Education, Evidence-Based Practice, Collaboration, and Resource Utilization -- those with the HN-BC credential performed the competencies in each section with more frequency than those with the HNB-BC credential.

Average Frequency Rating By Credential and Section – The Advanced Holistic Nurse

The same calculations were made for the sub-sections found in the portion of the survey on The Advanced Holistic Nurse (see Table 11). It was not surprising to find that those with the AHN-BC rated all of the sub-sections as higher in frequency of performance. On these higher level competencies, with the exception of Assessment, Diagnosis, and Planning, the HNB-BC respondents perform the competencies with more frequency than those with the HN-BC credential.

Table 11
Average Frequency Ratings by Section – The Advanced Holistic Nurse

| Section | HN-BC | HNB-BC | AHN-BC |
|----------------------------------|--------------|---------------|---------------|
| Assessment | 2.82 | 2.68 | 3.40 |
| Diagnosis | 2.55 | 2.38 | 3.55 |
| Outcomes Identification | 2.23 | 2.30 | 3.37 |
| Planning | 2.53 | 2.40 | 3.30 |
| Implementation | 2.18 | 2.33 | 3.17 |
| Evaluation of Implemented Care | 2.23 | 2.28 | 3.40 |
| Ethics | 2.37 | 2.52 | 3.28 |
| Education | 2.23 | 2.48 | 3.30 |
| Evidence-Based Practice/Research | 1.63 | 1.95 | 2.71 |
| Quality of Practice | 1.63 | 1.87 | 2.51 |
| Communication | 2.40 | 2.53 | 3.40 |
| Leadership | 1.75 | 2.40 | 2.90 |
| Collaboration | 2.05 | 2.32 | 3.00 |
| Professional Practice Evaluation | 1.82 | 2.08 | 2.74 |
| Resource Utilization | 1.88 | 2.25 | 2.83 |
| Environmental Health | 2.49 | 2.69 | 3.28 |

Conclusions

The competencies were placed in a grid comparing them to the core values and indicating how many competencies are in each of the core values and their subsets. The grid can be found in Appendix F. Based on those linkages, the following test content weightings are recommended. Although there are no linkages in the grid for the core values of Self-reflection and Self-care for the HNB-BC and AHN-BC credentials, the results of the survey indicate that the competencies associated with these core values cross all levels of holistic nursing. Therefore, a small percentage has been added for those areas.

HN-BC

| | |
|---|-----|
| 1. Holistic Philosophy and Theory | 5% |
| 2. Ethics | 9% |
| 3. Holistic Caring Process | 63% |
| 4. Communication | 5% |
| 5. Therapeutic Healing..... | 3% |
| 6. Cultural Diversity | 2% |
| 7. Education..... | 3% |
| 8. Research | 3% |
| 9. Self-reflection..... | 6% |
| 10. Self-care..... | 1% |

HNB-BC

| | |
|---|-----|
| 1. Holistic Philosophy, Theory and Ethics | 4% |
| 2. Holistic Caring Process | 68% |
| 3. Communication, Therapeutic Healing, and Cultural Diversity | 15% |
| 4. Research | 9% |
| 5. Self-reflection..... | 3% |
| 6. Self-care..... | 1% |

AHN-BC

| | |
|---|-----|
| 1. Holistic Philosophy, Theory and Ethics | 5% |
| 2. Holistic Caring Process | 64% |
| 3. Communication, Therapeutic Healing, and Cultural Diversity | 17% |
| 4. Research | 10% |
| 5. Self-reflection..... | 3% |
| 6. Self-care..... | 1% |

