Foundations, Competencies, and Curricular Guidelines for Basic to Doctoral Holistic Nursing Education, Edition 1 is available for digital download without charge from October 15, 2017 to September 30, 2018. Several tool kits, designed to facilitate faculty in the design, development, and implementation will be released January 1, 2018-September 30, 2018. Links for the available downloads will be announced at http://ahncc.org/curricular-guidelines.

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OVERVIEW

The increasing globalization of healthcare, changing demographics and expanding diversity of populations, and rapid technological changes mandate that nurses possess diverse skills and competencies to provide holistic, culturally sensitive healthcare (Institute of Medicine, 2001; 2003a, 2003b; 2010a, 2010b, 2010c). The Essentials of Baccalaureate Education (AACN, 2008), Essentials of Graduate Education (AACN, 2011), and Graduate-level QSEN Competencies: Knowledge, skills, and attitudes (AACN, 2012) delineate academic criteria required to prepare baccalaureate and graduate nurses, respectively. Concurrently, the Standards of Practice (ANA, 2015; AHNA/ANA, 2018) provide direction for state and national legislation of nursing practice. The recent shift in focus on person-centered care, health, and wellness indicates a need to compliment the Essentials to include knowledge, skills, and attitudes based in the foundations of holistic philosophy, theories, and health sciences that emphasize the inter-personal relations between nurse and consumers, dynamic relations among mind-body-spirit, the individual’s perspectives as primary information, and factors that affect the individual’s wellness and wellbeing.

Holistic Nursing, an integration of science and art, is based in the belief that humans are unitary, energetic beings, open to and constantly interacting with the energy system of the universe (Rogers, 1989). The evolving pattern of the whole that results is an expanding consciousness (Newman, 1986). Holistic Nursing interventions are the creation of artistic actions, based on the sciences of caring, health, wellness, wellbeing, and healing. They are designed to facilitate the holistic person’s growth, health, and healing (AHNA/ANA, 2018). Holistic Nursing practice focuses on creating inter-personal relationships needed to facilitate and enhance the individual’s healing with the goal of a maximum state of health, wellness, and wellbeing (AHNA/ANA, 2018). They emphasize the natural integration of the parts of the whole in such a way that the holistic being is dynamic, interactive, and greater than the sum of the parts—a holistic unity that cannot be reduced or separated, and is necessary for eudemonistic health, wellness, and wellbeing.

The American Holistic Nurses Association (AHNA) and The American Nurses Association (ANA) provide an explication of Holistic Nursing that includes a detailed discussion of the scope of Holistic Nurses’ practice, their Core Values, Principles, Standards, and related Competencies (AHNA/ANA, 2018). The Core Values provide a philosophical context for practice and guide how Holistic Nurses think about the Standards and Competencies. The Principles of Holistic Nursing summarize the major themes of the Philosophy. The Standards set the norms or criteria for the Holistic Nursing practice; the Competencies explicate the activities and behaviors required of Holistic Nurses that are legislated through Nurse Practice Acts. Holistic Nursing, grounded in the discipline of Nursing, is congruent with relational ontology, ethic, philosophy, and values that define nursing’s discipline, and its most mature evolution to the unitary level of scholarship and practice (Watson, J., 2017).

This work complements the basic and advanced essentials of nursing by clarifying and standardizing required foundations and competencies of Holistic Nursing, and providing a formalized structure for educational curricula needed to seamlessly prepare Holistic Nurses across levels of education (Summer & Bickford, 2017). As such, it provides direction for unifying Holistic Nursing’s education, research, and practice and presents evidence that nurses educated at the graduate level of Holistic Nursing are prepared to practice as Advanced Practice Holistic Nurses. Reflective guidelines are provided to facilitate understanding and use of the narrative that follows.
REFLECTIVE GUIDELINES

Grace, Willis, Roy, & Jones (2016) stated, "Newman et al. published a focus of the discipline of nursing which built on earlier nursing scholarship to submit that the domain of inquiry of nursing is “caring in the human health experience” (Newman, Sime, & Corcoran-Perry, 1991). Since then, Newman’s ideas have been revisited (Newman, Smith, Pharris, & Jones, 2008, E16), refined, and reified in the assertion that the “caring, knowing presence of the nurse taps into what is meaningful for the patient”. This focus regardless of underlying philosophical assumptions permits the unification of nursing practice, thus also knowledge development, across settings and countries (p. 65). This work is for all who practice nursing.

Nursing has a social moral imperative to practice within its own discipline, not the discipline of medicine, or other professional groups. While knowledge from other disciplines might be used to clarify or validate nursing’s discipline, it cannot direct or define our practice. Our practice, authorized by society, must be defined within the context of our social contract with society. Nursing’s challenge to meet this social imperative is impacted by a lack of clarity of our purpose. Contemporary issues that affect social demands such as economic restraints and social-political factors, compound this state of affairs. The authors of this publication revisited these issues to determine what would help remove barriers between nursing’s commitment to society and our current practices.

While AHNCC had established a Holistic Nursing Endorsement Program in 1999, criteria for endorsement were primarily based on inclusion of basic Holistic Nursing precepts. Specific educational guidelines, consistent with the Essentials of Nursing Education were missing. This publication posits a formalized structure for educational curricula needed to seamlessly prepare Holistic Nurses across levels of education (Summer & Bickford, 2017). It contains the required components of nursing education based in the philosophy and values of Holistic Nursing, and provides direction for unifying Holistic Nursing’s education, research, and practice. It is written within the context of evidence-informed practice as opposed to evidence-based practice. Our intent is to ensure that Holistic Nursing educational programs are designed to ensure students’ acquisition and ability to apply knowledge, skills, and attitudes of the Holistic Nursing discipline in their practice. Foundational principles of Holistic Nursing education, listed below, are described and explained by the narrative that follows.

Foundational Principles of Holistic Nursing Education

• The role of Holistic Nurses, defined by the American Holistic Nurses Association and the American Nurses Association as caring-healing processes of holistic beings, is a moral, social imperative (AHNA/ANA, 2018).

• The Holistic Nursing discipline is based in the sciences of health, wellness, and wellbeing and framed by the unitary philosophy and science of energetic-connectedness of humans, environment, and universe.

• Unity of the whole requires that holistic nurses embrace all of the patterns of knowing as sources of information for building the discipline of Holistic Nursing.
Holistic Nurses embrace evidence-informed practice because it requires integration of the individual’s personal needs and preferences, related evidence drawn from multiple sources, and the professional’s clinical expertise (LoBiondo-Wood, Cameron, & Singh (2013; Pollard, 2008).

Holistic Nursing mandates recognition of the dynamic interaction of research, practice, education, professional standards, and legislation. Each informs the other; each is necessary to develop the discipline of Holistic Nursing.

Expertise is acquired through recognition, acquisition, and the artistic application of knowledge, skills, and attitudes framed by Holistic Nursing’s philosophy, values, and theories and clarified by patterns of knowing.

A structured, organized educational model based in these premises, consistent with the Scope and Standards of Nursing (ANA, 2015), and the Standards of Holistic Nursing (AHNA/ANA, 2018) will advance Holistic Nurses ability to more fully meet their social commitment.
This artistic expression, created by Kahiso Erickson (age 6), illustrates love and compassion within the human spirit as a means of connecting across time and space. It is presented here as a symbolic representation of the praxis of Holistic Nursing as discussed in the following pages.
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Essential Requirement 2. Clinical Scholarship and Analytic Methods for Advanced Evidence-Informed Practice
Essential Requirement 3. Organizations, Systems, and Caring Leadership for Person-Centered Quality Improvement, Economics of Healthcare and Thinking Theories
Essential Requirement 4. Advanced Holistic Education and Research Support Dynamic Changes in Holism
Essential Requirement 5. Informatics, Technology, and Person-Centered Care for the Improvement and Transformation of Holistic Healthcare
Essential Requirement 6. Ethics, Policy, and Advocacy in Holistic Healthcare
Essential Requirement 7. Inter-professional Collaboration and Leadership for Improving Patient and Population Health Outcomes

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APPENDIX A: BASIC HOLISTIC NURSE PRACTICE COMPETENCIES
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I. INTRODUCTION

Background

Nursing’s Social Mandates

Over the last few years, reports from the Institute of Medicine’s (IOM) reports on quality of healthcare in the United States (2001) have initiated a shift in focus from disease to health and wellness (2003a). IOM recommended (IOM, 2003b, 2010a, 2010b) that nurses assume a leadership role in healthcare transformation. Legislators followed with the adoption of The Patient Protection and Affordable Care Act (HR3590) on March 23, 2010, sweeping the nation into a new paradigm for healthcare delivery and access (National Prevention, Health Promotion, and Public Health Council, 2011). Several interdisciplinary healthcare groups responded by launching models of integrative healthcare and/or coaching, articulated within the context of health and wellness.

Nursing’s social contract with society states that human’s inherently manifest unity of mind, body, and spirit; the human experience is contextual, and culturally defined; and the presence of illness does not preclude health (ANA, 2010). Nurses, encouraged to further clarify their role within the context of health (Institute of Medicine, 2010a, 2010b, 2010c; 2012), drafted additional competencies required to practice graduate level nursing (American Association of College of Nursing (AACN, 2012), and revised Nursing: Scope and Standards of Practice (ANA, 2015). ANA clarified that: the central foci of nursing is caring and health; nurses address the individual’s human responses to health and illness; they establish partnerships to coordinate care and maintain a healthy work environment; and the nursing process is used to plan and provide evidence-based holistic care. The ANA Scope and Standards (2015) also stated that graduate level competencies (AACN, 2012) link nursing’s responsibility for quality improvement and safety with advanced patient-centered care that integrates “...best current evidence with clinical expertise and patient/family preferences” (p. 3).

Holistic Nursing has adopted the term, evidence-informed practice (EIP) rather than evidence-based practice (EBP) because it more accurately reflects Holistic Nursing’s position on the relations among ontology, ethic, philosophy, and values that defines the Holistic Nursing discipline and more accurately ensures the outcomes (Grace, Willis, Roy, & Jones, 2016, pp. 65-67). EBP requires integration of professional clinical expertise with evidence acquired through systematic research processes (Sackett, Rosenberg, Gray, & Haynes, 1996). In comparison, EIP requires the integration of the individual’s personal needs and preferences, related evidence drawn from multiple sources, and the professional’s clinical expertise (LoBiondo-Wood, Cameron, & Singh, 2013; Pollard, 2008). EBP can occur without consideration of the individuals worldview, while EIP is initiated with consideration of the individual’s worldview, their perspectives on what caused or is associated with the situation, and what will facilitate wellness, healing, growth, and/or a peaceful transition.

Holistic Nursing in the Forefront

Holistic Nursing, organized in 1983, and recognized by ANA as a specialty (AHNA/ANA, 2007), is uniquely qualified to define the required educational foundations and competencies needed to advance Nursing’s vision of a profession focused on person-centered caring that emphasizes unity of mind-body-spirit, and facilitates growth, health, wellness, wellbeing, and healing of the holistic being, within a culturally sensitive, evidence-informed practice designed to predict optimal outcomes. (ANA, 2010b; AHNA/ANA, 2018; Helming, Barrere, Avino, & Shields 2014; Dossey & Keegan, 2016).
Senator Tom Harkins, former Chairman of the US Senate Health, Education, Labor, Pensions Committee, Healthcare Access and Reform Champion, recognizing the potential of Holistic Nursing, stated, “Board Certified Holistic Nurses are part of Workforce 1 which means they are at the forefront of leading health promotion and fostering wellbeing for all populations, and they partner with others to transform the U.S. healthcare system to promote a true wellness society” (March 17, 2015).

Holistic Nurses base their practice on relations among core values, science, and nursing actions. The expected outcome of Holistic Nursing is a sense of being healthy, well, and/or experiencing wellbeing. Health is a perceived experience of wellbeing by the individual, and may or may not include a disease or condition. Symptoms are viewed as an “...expression of the body’s wisdom as it reacts to ... its own imbalance or dis-ease” (AHNA/ANA, 2018). On the other hand, an illness is an individual’s subjective description of altered health or wellness. The unitary human’s (Rogers, 1989) sense of wellbeing includes an ever-increasing expansion of consciousness (Newman, 1986). This, in turn, results in finding meaning in the health experience.

Holistic Nursing’s core values determine what sciences, knowledge, and skills are required to create artistic actions that are specific to the needs of the individual and aimed at growth, development, health, wellness, and healing. The sciences of Holistic Nursing are those that define and articulate: health, wellness, wellbeing, and healing; illness and disease as absence or deviation from health; and explain growth, development, healthy coping, healing, and transitional processes (AHNA/ANA 2018; Nightingale, 1859).

Holistic Nursing actions are designed to purposefully promote normal human abilities (e.g. growing, adapting, healing, and transitioning). Therefore, Holistic Nurses use strategies that facilitate and guide these processes, protect individuals from elements in the environment that might impede their inherent abilities, and to prevent exposure to factors that could cause further assault on the individual’s natural abilities. Holistic Nurses use presence (McKivergen & Daubenmire, 1994; McKivergin, 2009) to initiate and facilitate energetically connected relationships (Brekke & Schultz, 2006; Slater, 2013); themselves as compassionate, unconditionally accepting members of the human caring relationship (Quinn, 2014); self-care, and self-reflection (Levin & Reich, 2015; Reich & Levin, 2014) to reinforce their inherent and professional abilities; and reflection as a way-of-being in practice to enhance multiple ways of knowing that includes personal awareness and personal knowing (Erickson & Erickson, 2010; Johns, 2010). They set intent to be energetically connected; facilitate growth, health, wellness, and healing; and to create, apply, and evaluate artistic strategies based on the sciences of growth, development, health, wellness, and healing (AHNA/ANA, 2018).

Holistic Nurses fulfill one or more roles, depending on their educational preparation. They assist individuals to make informed decisions about their personal health and wellbeing; promote the health and wellbeing of groups and society; provide leadership for groups or communities that aim to advance health within society; support and/or mentor colleagues who have an active role in the advancement of health within society; develop new programs based on the sciences of holistic health and wellness; and build new knowledge for the profession (AHNA/ANA, 2018; Enzman-Hagedorn, 2005, 2015).

Holistic Nursing practice is based in the sciences of holism, growth, health, and wellness; their focus is on the relationship between provider and consumer. Specifically, Holistic Nurses believe the caring-healing processes can only be accomplished through a therapeutic partnership of provider and consumer with the Holistic Nurse acting as an instrument of health and healing (McKivergen, 1997,
2009), and consumers as experts of their own life experience. The caring-healing processes are
designed with the intent of helping people experience quality and comfort in their lives and find
meaning in their experiences, from birth through death.

As stated by AHNA:

Holistic Nurses honor the individual’s subjective experience about health, health beliefs, and
values. To become therapeutic partners with individuals, families, communities, and
populations, holistic practice draws on nursing knowledge, theories, research, expertise,
intuition, and creativity incorporating the roles of clinician, educator, consultant, coach,
partner, role model, and advocate. Advanced Holistic Nursing practice encourages peer review
of professional practice in various clinical settings and provides care based on current
professional standards, laws, and regulations governing nursing practice (AHNA/ANA, 2013,
p.5; 2018).

Professional Considerations

Evidence for Holistic Nursing

Mason, Jones, Roy, Sullivan, and Wood (2015) elucidate the importance of Holistic Nursing
practice. Thirty-nine groups of nurses whose practice models had demonstrated financial savings and
improved access to care were studied. Qualitative analysis of the interviews showed that there were
four themes common to all of their practices. They were identified by the authors as health was defined
as holistic; individual-family-community-centric approaches to care, putting the people and concerns
ahead of provider-defined priorities; relationship-based care enabling individual/family/ community
engagement and partnerships that are time consuming to create yet crucial for building activation; and,
a shift from episodic individual care to continuous group and public health approaches. The
practitioners viewed health as “…holistic, centering on the integration of physical, psychological,
social, spiritual, and functional capacity; quality of life; and personal happiness and
wellbeing...dependent on the patient’s perspective” (p. 545).

Mason et al. wrote, “The study participants view the individual, family, and community as the
drivers of care. This embodies meeting people where they are rather than imposing provider
expectations, protocols, and predesigned regimens” (p. 546). Relationship-based care was described as
“moving away from the prescriptive this is how it is should be done to strategies that embrace the
active engagement of the patient in his or her own care actions” (p. 546). The importance of building
trusting relationships takes time and follow-through and is required for practicing relationship-based
care. The practices described in this study reflect Holistic Nursing in action—how Holistic Nursing’s
Core Values, Principles of Care, Standards for Practice, and Core Competencies interrelate.

Recent role-delineation studies affirm that Holistic Nursing competencies, identified and
validated by practicing nurses, require specific knowledge, skills, and attitudes to implement the
holistic caring process (AHNCC, 2012; Erickson, Erickson, Campbell, Brekke, Sandor, 2013).
Competencies were based on the concepts required for person-centered, holistic care: nurse-client
engagement; energetically connected relations; client as expert of own needs and primary source of
information; humans as holistic beings with innate abilities to grow and heal; nurse as an instrument of
healing; and self-care, self-reflection, and reflective practice. The findings from these studies reaffirm
that Holistic Nursing is a way-of-being with people that facilitates an ever-increasing expansion of
consciousness; Holistic Nurses practice in various settings, with individuals across the lifespan; and the role of Holistic Nurses vary by educational level (Erickson, 2009; Erickson, et. al., 2013). They also confirm that Holistic Nursing competencies are based in knowledge, skills and attitudes that are needed to provide evidence-informed, person-centered caring that facilitates growth, eudemonistic health (Smith, 1981), wellness, wellbeing, and healing — outcomes that lead to pattern recognition needed for expanding consciousness (Newman, 1986).

II. THE HOLISTIC NURSE ROLE

The Ethical Foundation of Holistic Nursing

The role of Holistic Nurses is founded in a common set of core values. The core values determine the standards, while the level of education determines the sophistication of the competencies required to practice within the standards of care (Erickson, et. al., 2013). All levels of practice embrace the basic ethical perspective that the individual, viewed as the focus of the human caring process and primary source of information, is “...honored in all phases of the healing process regardless of expectations or outcomes” (AHNA/ANA, 2013, p. 6; AHNA/ANA, 2018). To clarify, Holistic Nurses believe that all people:

• Have an inherent ability to heal and find meaning in life experiences;
• Are unique, diverse, and inherently good;
• Know (at some level) what they need to heal, recover, and be well; and
• Illness is subjectively described and determined by the view of the individual.

Holistic Nurses also believe that all things are connected, that there is unity of humans and environment, that synergy occurs among these, and that there exists a responsibility to protect the ecosystem and promote universal health (AHNA/ANA, 2013, pp 6-7). “Environment is the context of habitat in which all living systems participate and interact...[it] includes both the external physical space (of the individual) and the internal physical, mental, emotional, social and spiritual experience” (ANA/AHNA, 2013, p. 87). The holistic person and the external environment are in continuous, mutual interaction, one affecting the other, and cannot be separated. As instruments of healing, Holistic Nurses partner with persons, honor their worldviews, and prepare to enter into a caring-healing relationship. Personal self-care and self-development, self-reflection, self-awareness, centering, and intentionality are fundamental to each personal interaction with another. The essence of the interaction is intentionality that leads to presence. Presence allows for the development of a caring-healing space—and energetic unity between nurse and client (AHNA/ANA, 2018).

Holistic Nursing Roles Defined

Advanced practice nursing roles are conventionally identified by populations, setting, care provided, health concerns, and educational preparation (ANA, 2015; NCSBN, 2008). Conversely the Holistic Nurse’s role emphasizes the use of core values as a foundation for selection of knowledge, skills, and abilities required to practice; and practice occurs where ever an individual, family, or group wants or needs a Holistic Nurse, irrespective of the consumers’ specific healthcare concerns (AHNCC, 2013). Holistic Nursing practice may involve the direct care of individuals and/or any role that affects the way others provide care, such as clinician, coach, educator, researcher, healthcare team leader, etc. These roles are not necessarily exclusive, but may be combined. For example, Holistic Nurses who are
educators may also be clinicians and/or researchers; those who run research programs may also be educators; or healthcare team leaders may also manage an active, hands-on practice (i.e. be a clinician). Rather than distinguishing them according to their primary role, Holistic Nurses are credentialed according to their educational preparation. Table 1 provides skills, identified and validated by practicing Holistic Nurses at varying levels of education. As shown, all Holistic Nursing practice is based in a set of core values, consistent with the philosophy of Holistic Nursing (AHNA, 2013, p. 7; AHNA, 2018). Extant Holistic Nursing theories (AHNA/ANA, 2018) are used to guide, define, and/or explicate Holistic Nursing practice. These philosophical and theoretical foundations provide a context for teaching all knowledge, skills, and attitudes needed to guide the actions of Holistic Nurses. That is, Holistic Nursing faculty are ethically bound to teach knowledge congruent with Holistic Nursing values and theories, and congruent with the unity of scholarship and practice.

<table>
<thead>
<tr>
<th>TABLE 1. PRACTICE COMPETENCIES COMPARED BY LEVEL OF EDUCATION</th>
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<tr>
<td><strong>1. HOLISTIC PHILOSOPHY, THEORY &amp; ETHICS</strong></td>
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<td>BASIC: ADN</td>
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<tr>
<td>BASIC: Baccalaureate</td>
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<tr>
<td>Level</td>
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<td>ADVANCED</td>
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Holistic Nurses practicing at the Basic level of Holistic Nursing are either ADN or BSN Registered Nurses; their certification credentials are HN-BC and HNB-BC respectively. Currently, Holistic Nurses at the Graduate level are prepared as an MSN Registered Nurses or MSN Registered Nurses with Prescriptive Authority; their certification credentials are AHN-BC and APHN-BC respectively. Given the trends in Nursing, it is appropriate to propose that the educational requirement for the APHN-BC will be the DNP and or PhD by the year 2027 (Summer & Bickford, 2017). Table 2 shows the distribution of competencies when mapped by Holistic Nursing Core Values and Level of Education. The data included in Table 2 was derived from the 2012 role-delineation studies completed in 2012 (Erickson, et. al, 2013). Nurses who practice at the basic level of education focus the majority of their practice on the caring process. The philosophy and ethics of Holistic Nursing is embedded in that domain. As nurses advance their education, they build on knowledge, skills, and attitudes learned and developed during their basic Holistic Nursing program, and refocus their attention on specific aspects of Holistic Nursing reflected in the change in percent scores for each of the Core Values. These data are based on the mapping of specific competencies shown in Appendices A & B, and mapped according to the Core Values (AHNCC, 2012).
TABLE 2. EDUCATIONAL LEVEL, HOLISTIC NURSING CORE VALUES, AND PERCENT OF COMPETENCIES RELATED TO EACH CORE VALUE

<table>
<thead>
<tr>
<th>Core Value 1 Holistic Philosophy, Theories, Ethics</th>
<th>Core Value 2 Holistic Caring Process</th>
<th>Core Value 3 Holistic Communications, Therapeutic Healing Environments, &amp; Cultural Diversity</th>
<th>Core Value 4 Holistic Education and Research</th>
<th>Core Value 5 Holistic Self Reflection &amp; Self-care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Graduate</td>
<td>5%</td>
<td>21%</td>
<td>15%</td>
<td>6%</td>
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<tr>
<td>Doctoral</td>
<td>4%</td>
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III OVERVIEW OF THE EDUCATIONAL REQUIREMENTS FOR HOLISTIC NURSING: BASIC AND ADVANCED

Philosophical and Conceptual Considerations

Holistic Nursing education begins with the novice learner and extends to those who seek the terminal degree of DNP and/or PhD (Summer & Bickford, 2017). It is a process of deepening the art and sciences of Holistic Nursing within the context of the philosophical foundations of holism. The guidelines presented herein delineate specific program outcomes at the baccalaureate and graduate levels of Holistic Nursing practice that are needed to prepare nurses to practice holistically, and provide care that addresses the needs of people across the lifespan, in any setting. Such care is guided, defined, and explicated by Holistic Nursing theories (AHNA/ANA, 2018).

The integration of the core values, science, and art of nursing is fundamental to the practice of Holistic Nursing and serve as the curricula threads in Holistic Nursing Education. The sophistication of core value interpretation, sciences required, and artistic application increases with education, so that all Holistic Nurses practice from basic premises, and all increase their knowledge, skills, and attitudes as they increase their formal education.

Coupled with professional experiences, formal and informal educational experiences are based in the core values of Holistic Nursing, directed by the standards of care, and specified by the competencies required for practice. The relationship between and among the core values, standards of care, and competencies of Holistic Nursing have been validated by the American Holistic Nurses Credentialing Corporation through expert review and role-delineation studies (Dossey, Frisch, Forker & Lavin, 1998; Erickson, 2009; Erickson, Erickson, Campbell, Brekke, M., & Sandor, 2013). Competencies are the required behaviors identified by Holistic Nurses that are necessary for professional Holistic Nursing practice. They emerge from Holistic Nursing’s core values, and are specific to Holistic Nurses Standards of Practice. As such, Holistic Nursing competencies are the result of integrating philosophy, core values, and science. While nursing’s ethical statements have identified relationships between the science and art of nursing, and nursing’s practice statements explicate their integration, little has been said about how nursing’s core values drive the science of nursing; how the art of nursing emerges from the integration of core values and science of nursing; or how the art of nursing drives nursing research. Holistic Nurses perceive that the core values are inextricably connected to the science required to practice Holistic Nursing so that they inform one another in a
cyclic manner. Further discussion and clarification of Holistic Nursing concepts can be found in the American Association for Holistic Nursing: Scope and Standards for Practice (AHNA/ANA, 2018).

**Legislative Considerations**

Holistic Nurses in the United States are licensed to practice nursing in their individual state, commonwealth, or territory according to their professional nurse practice acts. All Holistic Nurses are required to be licensed according to the professional role they perform. The knowledge and skills required for licensure are cumulative, basic to advanced. It is expected that all graduate prepared Holistic Nurses are proficient in, and build on basic knowledge, skills, and attitudes as they acquire advanced education.

Registered Holistic Nurses practicing at the basic level are required to have an Associate Degree or Baccalaureate Degree in Nursing (HN and HNB respectively). Registered Advanced Holistic Nursing and Registered Advanced Practice Holistic Nurses (AHN and APHN respectively) are required to have a Masters Degree in Nursing. Board Certified APHNs must also demonstrate proficiency in additional knowledge and skills consistent with their practice role. It is proposed that the APHN will require a DNP or PhD in Nursing by 2027 (Grace, Willis, Roy, & Jones, 2016).

**Professional Considerations**

A few schools currently offer programs that align courses in basic Holistic Nursing with courses based on the Baccalaureate Essential Requirements. Faculty who practice within the Holistic Nursing paradigm are usually able to do this without much difficulty. Those who teach at the graduate level have also found ways to integrate the graduate requirements into their Advanced Holistic Nursing courses (Erickson, M. 2017). These hybrid graduate programs may or may not emphasize a patient population. For example, adult nurse practitioner/holistic nurse practitioner programs are not uncommon. On the other hand, some schools offer a holistic nurse practitioner program or an advanced Holistic Nursing program that emphasizes care of individuals and groups across the lifespan.

While these proactive programs have produced outstanding Holistic Nurses, the lack of a common set of guidelines for Basic and Advanced Holistic Nursing education creates constraints for many faculty and administrators who wish to develop or revise curricula needed to prepare nurses within the holistic paradigm (AHNCC, 2013). Program guidelines that include curricular threads for basic and Advanced Holistic Nursing programs are necessary to advance person-centered, evidence-informed Holistic Nursing as defined by the 2015 ANA document: *Nursing: Scope and Standards of Practice* (2015).

**IV CURRICULAR THREADS FOR BASIC AND ADVANCED HOLISTIC NURSING PROGRAMS**

The following paragraphs introduce the curricular threads that provide an educational foundation for all Holistic Nursing practice. These are further described in relation to Basic and Advanced Holistic Nursing within the respective section found on the following pages.
Scientific Underpinnings of Holistic Nursing

Holistic Nurses draw from the basic and behavioral sciences; the foundation of Holistic Nursing is the sciences of holism, health, wellness, wellbeing, and healing. These include, but are not limited, to those that address:

- Normal, healthy processes such as anatomy, physiology, microbiology, chemistry, psychobiology and psychoneuroimmunology;
- Energy theories based on quantum physics; and,
- Human growth and development from conception through transcendence.

These sciences describe, explain, and/or predict normal holistic processes, as well as alterations and deviations that result in illness, sickness, and/or disease. Rather than emphasizing the outcome of these alterations and deviations, Holistic Nurses focus on the root of the problem—what stimulated the response that affected the normal processes, causing them to deviate from health and wellness. Nursing theories that reflect core values of Holistic Nursing focus on the root of the problem. The Holistic Caring-Healing Process is dynamic, cyclic, spiraling, and non-linear. There is an intentional focus on integration, unity, and healing of the holistic person.

Clinical Scholarship and Application of Analytical Methods

Holistic Nursing practice is built on research and informed by evidence. Evidence-informed practice is the process of using philosophy and theories, information and resources, research, clinical expertise, traditional and historical data, and patient preferences in person-centered shared decision-making (AHNA/ANA, 2018). Holistic Nurses utilize a breadth of integrative, complementary, and conventional therapies, applied within the context of Holistic Nursing Core Values, and drawn from Holistic Nursing knowledge. Holistic Nursing is more appropriately identified as a way-of-being with others, rather than a way-of-doing nursing practice.

Caring is the core of nursing practice. Holistic Nurses bring their holistic selves into an energetically-connected relationship to protect the vulnerability, humanity, and dignity of another. This reinforces the meaning and experience of oneness and unity. Within this sacred space, a healing relationship emerges. These relationships are built and enhanced through holistic communicated, demonstrated by the characteristics of authenticity, empathy, compassion, love, warmth, trust, confidence, credibility, competence, honesty, courtesy, respect, and sharing of expectations.

Holistic Nurses express, contribute to, and promote nursing as the integration of the art and science of the caring process, based on an understanding of:

- A philosophy of nursing that values healing as the outcome;
- The human health experience as a complex, dynamic relationship among health, wellness, illness and disease; and
- Energetically-connected, relationship-based care.

The enactment of the philosophical principles of person, healing/health, practice, nursing roles, self-care, self-reflection, and reflective practice serve as the framework for Holistic Nursing. Clinical Scholarship emerges from these relational experiences. The research traditions that inform Holistic Nursing Practice draw from both qualitative and quantitative traditions guiding the exploration of these
Ethics of Holistic Nursing

Healing is an emergent process of the whole system, bringing together aspects of one’s self and the body-mind-emotion-spirit-environment at deeper levels of inner knowing, leading toward integration and balance, with each aspect having equal importance and value. Healing leads to complex levels of personal understanding and meaning, and is synchronous but not synonymous with curing. The healing process is a continual journey of change and evolution of one’s self through life, characterized by the awareness of patterns that support or are the challenges and barriers to health and healing.

Holistic ethics is the foundation of this unfolding journey of understanding the Unitarian Human Being (Rogers, 1989). This understanding is supported through explorations of concepts of self, environment, humanity, and energetic connections. In this framework, acts are not performed for the sake of law, precedent, or social norms, but rather from an ethical desire to “do good freely.” Essential knowledge, skills, and attitudes needed to understand the unity of humans and environment is acquired through the exploration of three major processes: reflective practice, holistic self-development, and self-care.

Reflective Practice serves as the guide for understanding meaning within practice (Johns, 1995, 2006, 2009, 2010). He states, “Reflective practice is essential learning through experience, moving forward, gaining insights, realizing a vision of desirable practice as a lived reality, and direction to practice” (p. 312). He argues that self-reflection is a way-of-being, results in knowing-in-practice, and finding meaning in the human interactions inherent in practice. Self-reflection is prerequisite to reflective practice.

Holistic self-development, the practice that cultivates inner-strength and deepening wisdom, emerges from reflective practice. Holistic self-development begins with finding stillness – a contemplative practice that creates a space for being and listening. This allows engagement in self-reflection, a turning inward to explore one’s thoughts, values, beliefs, experiences, and behaviors. This leads to personal knowing, enhanced self-awareness, understanding, and inner wisdom. Ultimately, this illuminates self-care practices that best serve the individual. Holistic self-development, is necessary for service to others, growth and change in one’s wellbeing, and understanding of one’s personal journey. The nurse values a personal call to Holistic Nursing as a life purpose. Through self-development, people find meaning in their journey and discover their life purpose. Reflective Practice serves as the guide for this holistic self-development process (Shields & Stout-Shaffer, 2016).

Holistic self-care is “…not the ability to manage activities of daily-life, but the ability to take care of one’s self in multiple ways that facilitate holistic growth, development, and healing” (Érickson, 2006, p. 22). Holistic self-care has three dynamically, interrelated dimension: self-care knowledge, self-care resources, and self-care actions. Self-care knowledge is what people know about their health and wellbeing, what has caused deviations, and what will help them move toward a sense of wellbeing, optimizing their effectiveness or fulfillment (Érickson, 1982, 2006). Self-care knowledge serves as the “…basis for one’s personal model of the world” (Hertz & Baas, 2006, p. 119). Holistic self-care resources are the resources one perceives that they have to help themselves get well, heal, grow and develop. They are both internal and external; internal resources are within oneself and external resources are those developed and experienced through human relations. External resources can also be
inanimate objects used to meet ones needs. Self-care actions are very personal and are those behaviors that individuals take to meet their needs, as they perceive them (Erickson, 2007; Erickson, Tomlin, & Swain, 1983, 2009). They may be activities such as exercise, reading, meditating, etc. Or, they may be far more subtle, undetected by others unless the individual’s self-care knowledge and self-care resources are considered. Reflective practice, self-development, and self-care are interrelated, each contributing to advancement of the other. An understanding of the relationship among this triad is necessary for Holistic Nurses personal growth and for their professional practice. It facilitates growth in the nurse and provides a base for planning purposeful, goal directed caring-healing strategies.

**Holistic Nursing Within and Across Delivery Systems**

Holistic communication is a caring–healing process that calls forth the full use of self in interacting with another. It is a free flowing, verbal and nonverbal interchange between and among people and significant beings (e.g. pets, nature, and God (also known by many as Life Force, Absolute, Transcendent, etc). This interchange explores meaning and ideas for mutual understanding and growth. Holistic communication is seminal to the creation of a true caring and healing system.

A true healing system is one where people can receive adequate, nontoxic, and non-invasive assistance in maintaining wellness and healing for body, mind, emotion, and spirit, together with the most sophisticated, aggressive, curing technologies available. Holistic Nurses are focused on the desires of the person, listening deeply with openness and non-judging. Relationships are collaborative, authentic, and respectful.

**V ESSENTIAL REQUIREMENTS FOR BASIC HOLISTIC NURSING**

**Educational requirements**

The following *Essential Requirements of Basic Holistic Nursing Education* outlines the knowledge, skills, and attitudes that are included in an accredited, Baccalaureate, Holistic Nursing Program. The Essential Requirements address the foundational competencies (AHNA, 2017; www.ahncc.org/Core Requirements) that are core to all basic Holistic Nursing practice roles. Graduates from an entry-level Holistic Nursing program will have a broad overview of Holistic Nursing, shaped, and developed with experience. The depth and focus of the core competencies vary based on the particular role that the nurse assumes. These competencies are consistent with and build on The Essential Requirements of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). A list of Core Competencies required for the Basic Holistic Nurse can be found in Appendix A.

**Required Knowledge, Skills, Attitudes, and Behaviors**

The required information necessary to prepare a Basic Holistic Nurse includes seven content areas: 1) Philosophical and Scientific Underpinnings, 2) Clinical Scholarship and Analytic Methods for Evidence-informed Practice, 3) Organizational, Systems, Caring Leadership for Person-Centered Quality Improvement and Safety 4) Basic Holistic Education and Research Supporting Dynamic Changes in Healthcare, 5) Informatics, Technology, and Person-Centered Care for the Improvement and Transformation of Holistic Healthcare, 6) Ethics, Policy and Advocacy in Holistic Healthcare, and 7) Inter-professional Collaboration for Improving Patient and Population Health Outcomes.
Essential Requirement 1: Philosophical/Scientific Underpinnings for Practice

A basic Holistic Nursing curriculum includes an introduction to liberal education, including courses in the humanities, fine arts, performing arts, and cultural and global diversity. Inclusion of this content provides student opportunities to expand their worldviews, ability to consider diverse ways of knowing, and increases their understanding of other disciplines. The cultivation of these skills enhances the basic Holistic Nurse’s ability to fully participate in holistic caring practice with persons and as an informed member of the interdisciplinary healthcare team. Students will study the introductory behavioral and basic sciences needed to understand the nature of human beings, and their natural abilities to grow, develop, heal, cope, and self-actualize.

Integration of holistic self-development as a life pattern is established in the beginning of the program. This process of contemplative practice, self-reflection, self-awareness, and self-care behaviors are foundational to refining personal values, developing inner strength, and supporting personal growth, knowledge, and skills required by the professional role of Holistic Nursing. Students will be introduced to coursework that describes and explains the complexity of holistic health, wellness, and wellbeing, and the rich history and conceptual foundations of Holistic Nursing.

The curriculum includes foundational courses that prepare Holistic Nurses’ to:

1. Understand and incorporate the individual’s worldview into their care;
2. Communicate about and advocate for the unique characteristics, attitudes, abilities, and ethics of their profession;
3. Incorporate daily self-care practices needed to develop self-awareness, manage stress and strain, and prevent professional fatigue; and
4. Use reflective practice methods that will enrich their personal self-awareness and facilitate their abilities to create therapeutic relationships with others.

Courses that frame holistic philosophies and theories, and the sciences of holism provide a foundation for the caring and healing holistic practice (see Tool Kits for elaboration). Holistic caring practice across the lifespan is interwoven into didactic and experiential learning. As an outcome of this curriculum, the basic Holistic Nurse is empowered to be a lifelong learner, practice holistic caring and healing, advocate for the consumers of their professional caring, and be active members of their profession, and proactive leaders in society.

Essential Requirement 2: Clinical Scholarship and Analytic Methods for Evidence-informed Practice

Basic Holistic Nursing practice reflects scholarship and application of research informed by humanistic science, human caring, healing, and interventions. The holistic paradigm offers the basic Holistic Nurse a way to discover and utilize knowledge in holistic health and nursing. This requires developing skills in scholarly writing; application of knowledge including the appraisal and use of evidence in practice; and understanding the broad approaches of clinical inquiry and diverse ways of knowing. From a holistic perspective, knowledge acquired through reflective practice (Johns, 2010), personal knowing, unknowing, and esthetical knowing provides a context for interpreting knowledge acquired through sociopolitical, ethical, and empirical ways-of-knowing. The Holistic Nurses’ ability to integrate multiple ways-of-knowing ensures that they remember that all things are energetically connected, and require that they practice contextually.
**Essential Requirement 3: Organization, Systems, Caring Leadership for Person-Centered Quality Improvement and Safety**

Holistic organizations, systems, and caring leadership are critical to improve patient and healthcare outcomes. Basic Holistic Nurses are aware and knowledgeable of complex health systems. Introduction to complexity is necessary to develop the skills required for effective change. Quality, safety, and processes inform the basic Holistic Nurse’s ability to work within organizations (see curriculum exemplars). Holistic communication, self-reflection, and reflective practice empower their abilities to provide leadership within organizations.

**Essential Requirement 4: Basic Holistic Education and Research Support Dynamic Changes in Healthcare**

Increased societal demands for holistic knowledge and care have resulted in the expansion of roles in Holistic Nursing. This requires educational programs to prepare Holistic Nurses with knowledge, skills, and attitudes to address these demands. Holistic Nurses are required to demonstrate assessment skills based within the context of the holistic paradigm. Learning experiences, included throughout the curriculum, provide experiential opportunities sufficient for making practice decisions. These educational programs provide knowledge for designing, implementing and evaluating therapeutic interventions. Basic Holistic Nurses demonstrate acquisition of basic knowledge, attitudes, and related skills in clinical judgment, systems thinking, accountability, delivering, and evaluating evidence-informed holistic healthcare. Their intentional and proactive self-development, understanding of the three aspects of self-care, and use of communication skills enhances their role as change agents. It also enhances their pattern recognition ability that is needed for expanding consciousness.

**Essential Requirement 5: Informatics, Technology, and Person Centered Care for the Improvement and Transformation of Holistic Healthcare**

Person centered care is a key element of Holistic Nursing practice. Technology and information systems inform and provide the platforms for documenting and communicating within these complex healthcare systems. Information systems and technology provide the venue for practice information, web-based learning and tools to support and improve patient care. The Holistic Nurse’s ability to integrate technology and information systems in their practice without losing site of the individual as the primary source of information, and self as an instrument of healing defines the role of the Holistic Nurse as a leader in the transformation of healthcare.

**Essential Requirement 6: Ethics, Policy & Advocacy in Holistic Healthcare**

The education of Basic Holistic Nurses prepares them to provide safe, quality and compassionate care based on an understanding of the interconnectedness between the needs of the human and the environment in which they exist. Basic Holistic Nurses utilize the ethics of caring, reflection, and advocacy in their personal and professional life. Additionally, these nurses are knowledgeable about issues of social justice, equity in holistic healthcare, guardianship of the environment and its impact on health and wellbeing. This includes legal and regulatory issues and moral ethical dynamics of practice. Their ability to integrate these multiple factors when creating caring-healing environments, demonstrates their leadership skills as advocates of holistic healthcare.

**Essential Requirement 7: Inter-professional Collaboration for Improving Patient and Population Health Outcomes**

In today’s complex, multi-faceted healthcare environment, Holistic Nurses are mandated to function in highly collaborative teams to provide safe, timely, effective, efficient, equitable, and person centered care (IOM, 2010). This requires the Holistic Nurse to have introductory preparation to
participate in an inter-professional team, function as an effective team member, and begin developing leadership skills. Their ability to understand the worldview of others, the relationship between that world-view and person-based outcome expectations, knowledge needed to create caring-healing environments, coupled with skills in holistic communication, enhances their ability to provide basic leadership needed to practice collaboratively. Relations between Nursing Essentials and Holistic Nursing Essential Requirements are shown in Table 3.
Table 3. Essentials for a Baccalaureate Nursing Program and Requirements for Basic Holistic Nursing Program

<table>
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<tr>
<th>Essentials for a Baccalaureate Nursing Program</th>
<th>Requirements for a Basic Holistic Baccalaureate Nursing Program</th>
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<tr>
<td>Essential: Provides the educational framework for the preparation of professional nurses from baccalaureate programs.</td>
<td>Requirement: Provides the educational framework for the preparation of Basic Holistic professional nurses from non-baccalaureate and baccalaureate programs.&lt;br&gt;Outlines the knowledge, skills, attitudes, and foundational competencies that are core to all basic Holistic Nursing practice roles and must be included in an accredited, non-baccalaureate and baccalaureate nursing programs. Describes the outcomes expected of graduates of Basic Holistic non-baccalaureate and baccalaureate nursing programs. Applies to all pre-licensure and RN completion programs, whether the degree is baccalaureate or graduate entry by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century.</td>
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<tr>
<td>Essential: Liberal Education for Baccalaureate Generalist Nursing Practice</td>
<td>Requirement: Philosophical/Scientific Underpinnings for Practice&lt;br&gt;Courses that frame holistic philosophies and theories, and the sciences of holism provide a foundation for the caring and healing holistic practice. A basic Holistic Nursing curricula includes an introduction to liberal education, including courses in the humanities, fine arts, performing arts, and cultural and global diversity. Students will also study the introductory behavioral and basic sciences, needed to understand the nature of human beings, their natural abilities to grow, develop, heal, cope, and self-actualize.</td>
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<tr>
<td>Essential: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Requirement: Organization, Systems, Caring Leadership for Person-Centered Quality Improvement and Safety&lt;br&gt;Basic Holistic Nurses are aware and knowledgeable of complex health systems. Introduction to complexity is required to developing the skills required for effective change. Quality, safety, and processes inform the basic Holistic Nurse’s ability to work within organizations.</td>
</tr>
<tr>
<td>Essential: Scholarship for Evidence Based Practice</td>
<td>Requirement: Clinical Scholarship and Analytic Methods for Evidence-informed Practice&lt;br&gt;Basic Holistic Nursing practice reflects scholarship and application of research informed by humanistic science, human caring, healing, and interventions. The holistic paradigm offers the basic Holistic Nurse a way to discover and utilize knowledge in holistic health and nursing. This requires developing skills in scholarly writing; application of knowledge including the appraisal and use of evidence in practice; and understanding the broad approaches of clinical</td>
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1 The word Essentials as representation of a key element of nursing education has been used by AACN (Joan Stanley, April 17, 2017). Therefore, to distinguish between AACN approved elements of educational processes for nurses in general, and those approved by the American Holistic Nurses Credentialing Corporation and the American Holistic Nurses Association for Holistic Nursing Education, the language used herein is Requirements.
<table>
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<tr>
<th>Essential: Information Management and Application of Patient Care Technology</th>
<th>Requirement: Informatics, Technology, and Person Centered Care for the Improvement and Transformation of Holistic Healthcare</th>
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<tr>
<td>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</td>
<td>Person-centered care is a key element of Holistic Nursing practice. Technology and information systems inform and provide the platforms for documenting and communicating within these complex healthcare systems. Information systems and technology provide the venue for practice information, web-based learning, and tools to support and improve patient care.</td>
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<td>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</td>
<td>The education of Basic Holistic Nurses prepares them to provide safe, quality and compassionate care. Basic Holistic Nurses utilize the ethics of caring, reflection, and advocacy in their personal and professional life. Additionally, these nurses are knowledgeable about issues of social justice, equity in holistic healthcare, guardianship of the environment and its impact on health and wellbeing. This includes legal and regulatory issues and moral ethical dynamics of practice.</td>
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<th>Essential: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</th>
<th>Requirement: Inter-professional Collaboration for Improving Patient and Population Health Outcomes</th>
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<tr>
<td>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</td>
<td>In today’s complex, multi-faceted healthcare environment, Holistic Nurses are mandated to function in highly collaborative teams to provide safe, timely, effective, efficient, equitable, and person centered care (IOM, 2010). This requires the Holistic Nurse to have introductory preparation to participate in an inter-professional team, function as an effective team member, and begin developing leadership skills.</td>
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<tr>
<th>Essential: Clinical Prevention and Population Health</th>
<th>Essential Requirement: Inter-professional Collaboration for Improving Patient and Population Health Outcomes</th>
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<tr>
<td>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing.</td>
<td>In today’s complex, multi-faceted healthcare environment, Holistic Nurses are mandated to function in highly collaborative teams to provide safe, timely, effective, efficient, equitable, and person centered care (IOM, 2010).</td>
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This requires the Holistic Nurse to have introductory preparation to participate in an inter-professional team, function as an effective team member, and begin developing leadership skills.

**Requirement: Basic Holistic Education and Research Support Dynamic Changes in Healthcare**

Increased societal demands for holistic knowledge and care have resulted in the expansion of roles in Holistic Nursing. This requires educational programs to prepare Holistic Nurses with knowledge, skills, and attitudes to address these demands. Holistic Nurses are required to demonstrate holistic assessment skills based within the context of the holistic paradigm. Basic Holistic Nurses demonstrate acquisition of basic knowledge, attitudes, and related skills in clinical judgment, systems thinking, accountability, delivering, and evaluating evidence-informed holistic healthcare to populations across the age continuum.

**Essential: Professionalism and Professional Values**

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Requirements: Philosophical/Scientific Underpinnings for Practice**

A basic Holistic Nursing curricula includes an integration of holistic self-development as a life pattern, beginning at entry into the program. This process of contemplative practice, self-reflection, self-awareness and self-care behaviors are foundational to refining personal values, developing inner strength, and personal growth, knowledge and skills required to practice the professional role of Holistic Nursing. The curriculum includes foundational courses that prepare basic Holistic Nurses’ knowledge and skills needed to communicate about, and advocate for, the unique characteristics, attitudes, abilities, and ethics of their profession; incorporate daily self-care practices needed to develop self-awareness, moderate stress and strain, and prevent professional fatigue; and us reflective practice methods, which will enrich their personal self-awareness and facilitate their abilities to create therapeutic relationships with others. Students will also be introduced to coursework that describes and explains the complexity of holistic health, wellness, and wellbeing, expanding consciousness, and the rich history and conceptual foundations of Holistic Nursing.

**Essential: Baccalaureate Generalist Nursing Practice**

The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

**Requirement: Philosophical/Scientific Underpinnings for Practice**

A basic Holistic Nursing curricula includes an integration of holistic self-development as a life pattern, beginning upon entry into the program. This process of contemplative practice, self-reflection, self-awareness and self-care behaviors are foundational to refining personal values, developing inner strength, and personal growth, knowledge and skills required to practice the professional role of Holistic Nursing.

Holistic philosophies and theories, and the sciences of holism
provide a foundation for the caring and healing holistic practice. Holistic caring practice across the lifespan is interwoven into didactic and experiential learning. The Basic Holistic Nurse is empowered to be a lifelong learner, practice holistic caring and healing, advocate for the consumers of their professional caring, and be active members of their profession.

Requirement: Basic Holistic Education and Research Support Dynamic Changes in Healthcare Basic Holistic Nurse graduates are prepared to respond to the increased social demands for holistic knowledge and care. Basic Holistic Nurses demonstrate acquisition of basic knowledge, attitudes, and related skills in clinical judgment, systems thinking, accountability, delivering, and evaluating evidence-informed holistic healthcare.

VI. ESSENTIAL REQUIREMENTS FOR ADVANCED HOLISTIC NURSING

Advanced Holistic Nursing Programs

Currently, nurses can enroll in a Masters in Holistic Nursing Degree; post-MSN programs that prepares them for Advanced Holistic Nursing (AHN) or Advanced Practice Holistic Nursing (APHN status); and doctoral degrees (DNP or PhD in Nursing) specific to Advanced Holistic Nursing.

Current programs designed to prepare the AHN and APHN include courses based in the sciences of holism, health, wellness, wellbeing, and the healing processes. These courses address Advanced Holistic Nursing core competencies (Appendix B, all competencies except 44-52). Programs designed to prepare the APHN include additional courses that address the prescriptive authority competencies (Appendix B, competencies 44-52).

Nurses seeking doctoral education in Holistic Nursing have two options: A Doctorate in Nursing Practice (DNP) and a Doctor of Philosophy IN Nursing (PhD). The two pathways represent alternative, but complementary outcome expectations. The DNP prepares nurses to fulfill leadership roles in the practice arena, the PhD prepares nurses to provide leadership in knowledge development through scientific research processes. The DNP prepares graduates to carry out research projects while the PhD prepares graduates to launch and carry out a research program. Both are expected to acquire knowledge, skills, and attitudes required of all Advanced Holistic Nurses, and unique knowledge, skills, and attitude necessary for scholarly performance in their selected role. One is not more important than the other; instead, they complement one another. Both are needed to advance the profession. Interactive, ongoing relations between the two are necessary for nursing to fulfill its goal of a mature discipline that unifies scholarship and practice.

Because the DNP and PhD students are prepared to perform alternative but complementary roles; the faculty also have alternative roles. The DNP faculty’s ethical responsibility is to facilitate and mentor their students acquisition of knowledge and skills that prepares them to assess and evaluate human responses, identify patterns, derive diagnoses, plan, implement, and evaluate outcomes, all within the context of health and wellness. DNP's are also prepared to provide leadership that promotes
inter-professional collaboration. This requires that the DNP’s diagnoses are **health-focused**, clearly understood across the disciplines, and can be acted upon by inter-professional team members.

The PhD faculty’s ethical responsibility is to facilitate and mentor their students acquisition of knowledge and skills that prepares them to understand, value, and initiate a **research program** based in the sciences of health and wellness, and derived from and applicable to all of Holistic Nursing and inter-professional health-care.

Students need to be active/proactive learners, who identify and seek-out faculty and other experts who will help them develop the knowledge and skills required for their professional role post-graduation. DNP students identify a concept or construct of interest, study it using concept analysis and other basic research methods with the expectation of gaining continuously greater depth of understanding. The ultimate goal is to develop a healthcare program based on it. PhD students start by identifying concepts/constructs of interest, study their relations, develop predictive models, and test them. Their range in research questions requires that they use methods consistent with the problem. Their expected outcome is to develop new knowledge for the profession. The two programs are interdependent; the PhD is prepared to explore and test the assumptions that provide a base for the DNP programs, and the DNP programs provide a source of curiosity, and/or illumination on a practice issue. One is not more important than the other; they have a cyclic relationship that is necessary to advance the profession of nursing.

**Educational Requirements**

Graduate prepared Holistic Nurses enrich their ways-of-knowing developed through undergraduate study, continued education, and practice experience, with advanced knowledge, skills, and attitudes acquired through formal educational programs. Currently, the minimum educational requirements for the AHN and APHN is a Master’s Degree in Nursing. These programs include a core of courses that addresses advanced knowledge, skills, attitudes, and abilities for the graduate nurse, plus specialized courses required for Advanced Holistic Nursing. APHNs also are required to complete courses that prepare them for competencies related to Holistic Nursing Prescriptive Authority. Appendix B provides a list of the AHN and APHN Competencies. Competencies 44-52 are specific for Holistic Nursing Prescriptive Authority.

**Recommended changes in educational requirements**

While the current requirement for AHN and APHN status are as indicated above, the proposed requirements commencing in 2027 include the following: AHN: Masters Degree in Nursing and mastery over all Advanced Holistic Nursing Competencies. APHN: Doctoral Degree (DNP or PhD) and mastery over all Advanced Holistic Nursing Competencies.

**Required Knowledge, Skills, Attitudes, and Behaviors**

Information required to prepare Advanced Holistic Nurses includes seven content areas that build on the Graduate Essentials for Professional Practice (AACN 2011, 2012): 1) Philosophical and Scientific Underpinnings for Advanced Holistic Nursing Practice, 2) Clinical Scholarship and Analytic Methods for Advanced Evidence-Informed Practice, 3) Organizations, Systems and Caring Leadership for Person-Centered Quality Improvement, Economics of Healthcare, Organizational, Systems and Thinking Theories, 4) Advanced Holistic Education and Research Support the Dynamic Changes in Holism, 5) Informatics, Technology, and Person-Centered Care for the Improvement and
Transformation of Holistic Healthcare, 6) Ethics, Policy, and Advocacy in Holistic Healthcare, and 7) Inter-professional Collaboration and Leadership for Improving Patient and Population Health Outcomes.

**Essential Requirement 1: Philosophical and Scientific Underpinnings for Advanced Holistic Nursing Practice**

The curriculum preparing Holistic Nurses at the graduate level reflects the complexity of holistic healthcare and the rich history and conceptual foundations of Holistic Nursing. Advanced courses frame holistic philosophies and theories, and the sciences provide a foundation for caring, healing, and unity. Courses that currently provide a foundation for Advanced Holistic Nursing include but are not limited to Advanced Foundations of Holistic Nursing, Advanced Clinical Therapeutics (e.g. psycho-social-ethical-spiritual care), Advanced Sciences of Holism and Health (e.g. genomics, psychoneuroimmunology), Advanced Health Assessment, and Advanced Pharmocotherapeutics.

**Essential Requirement 2: Clinical Scholarship and Analytic Methods for Advanced Evidence-Informed Practice**

Scholarship and research are the hallmarks of Advanced Holistic Nursing practice. The holistic paradigm offers the Advanced Holistic Nurse a way to discover, critique, and apply emerging knowledge in holistic health and nursing. Nursing practice reflects the scholarship and application of research that meet the needs of populations. This requires competence in knowledge application including translation of research into practice, evaluation of practice, improvement in healthcare practices and outcomes, and participation in collaborative research.

**Essential Requirement 3: Organizations, Systems, and Caring Leadership for Person-Centered Quality Improvement, Economics of Healthcare, and Organizational, Systems and Thinking Theories**

Holistic organization, systems, complexity, and leadership theories provide knowledge critical for the Advanced Holistic Nurse to improve patient and healthcare outcomes. Graduate Prepared Nurses need to be skilled in working with and within organizations and within policy arenas to improve healthcare for self and others. Advanced Holistic Nurses are proficient in quality improvement strategies, and providing transformational leadership needed to develop and change organizational policies. Changes in systems must be realistic and sustainable.

**Essential Requirement 4: Advanced Holistic Education and Research Support Dynamic Changes in Holism**

Increased knowledge and sophistication for holistic healthcare has resulted in the expansion of roles in Holistic Nursing requiring education and research application skills to deal with the changing dynamics of holistic healthcare. All Advanced Holistic Nurses in the holistic healthcare environment are required to demonstrate expert holistic knowledge and skills based on application of biopsychosocial, spiritual, behavioral, socio-political, cultural, economic, organizational, leadership, and nursing caring and healing sciences that apply to their practice areas. Learning experiences available throughout the curriculum provide experiential opportunities for making practice decisions and understanding patient care consequences. This includes legal and regulatory issues and moral
ethical dynamics for advanced practice. These programs provide knowledge for designing, implementing and evaluating therapeutic interventions based on caring and healing sciences, partnering with patients (individuals, families, groups, populations) and other professionals. Advanced Holistic Nurses demonstrate advanced skills for clinical judgment, systems thinking, accountability, delivery, and evaluation of evidence for holistic care with the goal of optimal patient outcomes. Advanced Holistic Nurses have the skills to guide, mentor, lead, and support other Holistic Nurses.

**Essential Requirement 5: Informatics, Technology, and Person-Centered Care for the Improvement and Transformation of Holistic Healthcare**

Advanced technology and information systems are a key element of the complex healthcare system today. Knowledge and skills related to information systems, technology, and patient care prepare the Advanced Holistic Nurse to care and manage individual and aggregate information in practice. Information systems and technology provide the venue for applying financial and productivity tools, practice information and decision-making, and web-based learning tools that support and improve patient care. Advanced Holistic Nurses use conceptual and analytic models to link practice, organizations, and populations with fiscal/policy issues.

**Essential Requirement 6: Ethics, Policy, and Advocacy in Holistic Healthcare**

Advanced Holistic Nurses are prepared to design, influence, advocate, and implement healthcare policy that facilitates holistic healthcare access, safety, quality and efficacy. The Advanced Holistic Nurse is knowledgeable in the design and implementation of healthcare policy addressing issues of social justice and equity in holistic healthcare. Additionally, Advanced Holistic Nurses analyze the policy process and engage in politically competent action (O’Grady, 2015).

**Essential Requirement 7: Inter-professional Collaboration and Leadership for Improving Patient and Population Health Outcomes**

In today’s complex, multi-faceted healthcare environment the Advanced Holistic Nurse has the knowledge and skills to accomplish the IOM mandates for safe, timely, effective, efficient, equitable, and person-centered care and functions in highly collaborative teams (IOM, 2010). This requires the Advanced Holistic Nurse to function as an effective team leader, prepared to play a central role in establishing inter-professional teams, participate in team work and provide leadership for successful patient and population outcomes (AACN, 2012; AHNA/ANA, 2018). All Advanced Holistic Nurses master competencies shown in Appendix B, and include 1-43 and 53-124. Advanced Practice Holistic Nurses must also master competencies 44-52.

Table 4 shows how the Holistic Nursing Essential Requirements relate to The Essentials of Graduate Education for Professional Nursing Practice (AACN, 2008).

| TABLE 4. ESSENTIALS FOR ADVANCED NURSING EDUCATIONAL PROGRAMS: RELATIONS BETWEEN AACN ESSENTIALS AND HOLISTIC NURSING ESSENTIAL REQUIREMENTS |
|---|---|
| Essentials for Advanced Nursing Programs | Essentials for Advanced Holistic Nursing Programs |
| Essential: Background for Practice from Sciences and Humanities | Requirement: Philosophical and Scientific Underpinnings for Advanced Holistic Nursing Practice |
| Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public | Advanced Holistic Nurses are prepared to practice within the context of a philosophy, framed by core values, and explicates by both |

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health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Epistemological and ontological competencies. They integrate multiple ways-of-thinking-knowing-doing with the intent to create and facilitate caring-healing processes. Knowledge is derived from the integration of the sciences of holism, health, wellness, wellbeing, way-of-being with self and others, systems, and organizational dynamics. Courses include, but are not limited to human biophysiology, genomics, advanced communication, clinical therapeutics, and psycho-social-ethical-spiritual care. Holistic Nurses whose role requires holistic prescriptive authority must also take courses on psychoneuroimmunology, advanced clinical therapeutics, and advanced health assessment.

**Essential: Translating and Integrating Scholarship into Practice** Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results

**Requirement: Clinical Scholarship and Analytic Methods for Advanced Evidence-Informed Practice** Scholarship is the hallmark of Advanced Holistic Nursing. Holistic Nurses use their basic core values as a way of translating and integrating scholarship, as indicated for their practice. There are four types of scholarship (Boyer, 1990; Boyd, 2003). Each offers the nurse an opportunity to be open, to learn both what is, and what might be. Knowledge acquired by discovery type scholarship might be from traditional research processes, or from the integration of one’s personal worldview. Both are used in the practice of evidence-informed-care; both are needed to participate in caring-healing process; and both produce new knowledge. Integration, application, and knowing-learning scholarship types are also applied by Advanced Holistic Nurses who practice one or more roles unique to nursing. These are described more fully in Tool Kit: Holistic Nursing Scholarship: Discovery, Integration, Application (i.e. Engaged Scholarship), Teaching-Learning, (i.e. dissemination of knowledge).

**Essential: Organizational and Systems Leadership** Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

**Requirement: Organizations, Systems, and Caring Leadership for Person-Centered Quality Improvement, Economics of Healthcare, and Organizational, Systems and Thinking Theories**

Advanced prepared Holistic Nurses are prepared to use ethically based leadership knowledge and skills acquired through reflective practice and integrative learning. Holistic organization, systems, complexity, and leadership theories provide knowledge critical for the Advanced Holistic Nurse to improve patient and healthcare outcomes. They practice within and across micro and macro systems, organizations, and policy-setting arenas, using their understanding of energetic connections within and between human and environmental systems. Their goal is to improve the health of and healthcare for self, colleagues, and others. Advanced Holistic Nurses are proficient in quality improvement strategies, providing transformational leadership, development, and application of change strategies at the organizational and policy levels that are sustainable.

**Essential: Quality Improvement and Safety** Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

**Requirement: Advanced Holistic Education and Research Support Dynamic Changes in Holism** Advanced Holistic Nurses are prepared to use methods, tools, performance measures, and standards related to quality caring-healing practices, and to plan and implement quality improvement models in an organization; and to guide, mentor,
lead, and support inter-professional colleagues within the organization.

The Advanced Holistic Nurses’ abilities to integrate multiple ways-of-knowing, facilitates their understanding of linkages between what is and what might be: driving and restraining forces; cultural implications for change; differences between quantity and quality; and other factors that will either build barriers or facilitate change. Learning experiences available throughout their educational program that focus on the integration of legal, ethical, and personal knowing offers them experiential opportunities to make practice decisions and understand the consequences for individuals, groups, and systems. Their integration of being-knowing-and-doing provides a base for their leadership role in organizations.

<table>
<thead>
<tr>
<th>Essential: Informatics and Healthcare Technologies</th>
<th>Requirement: Informatics, Technology, and Person Centered Care for the Improvement and Transformation of Holistic Healthcare</th>
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<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</td>
<td>Advanced Holistic Nurses view informatics and technology as a means to the end, not the end itself. While they can be important sources of information, they are sufficient unto themselves. They are a way of accomplishing Holistic Nurses’ goals that include: facilitating health and wellness in consumers; providing person-centered, holistic care; participating in inter-professional communications; integrating, coordinating, and leading person-centered healthcare, within and across groups and systems.</td>
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<table>
<thead>
<tr>
<th>Essential: Healthy Policy and Advocacy</th>
<th>Requirement: Ethics, Policy and Advocacy in Holistic Healthcare</th>
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<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and healthcare.</td>
<td>Advanced Holistic Nurses are prepared to design, influence, advocate and implement healthcare policy that frames holistic healthcare access, safety, quality and efficacy. The Advanced Holistic Nurse uses socio-political knowledge integrated with other ways of knowing to design and implement healthcare policy the addresses issues of social justice and equity in holistic healthcare. Additionally, Advanced Holistic Nurses analyze the policy process and engage in politically competent action (O’Grady, 2015).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential: Inter-professional Collaboration for Improving Patient and Population Health Outcomes</th>
<th>Requirement: Inter-professional Collaboration and Leadership for Improving Patient and Population Health Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that the master’s-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</td>
<td>The advanced holistic nurse is prepared to collaborate in inter-professional teams and provide leadership needed to effect successful patient and population outcomes (AACN, 2012; AHNA/ANA, 2017). All Advanced Holistic Nurses master competencies 1-43, shown in Appendix C.2. Advanced Practice Holistic Nurses must also master competencies 44-52. The Advanced Holistic Nurses’ unique set of knowledge and skills prepare them to contribute to inter-disciplinary healthcare practice and policy decisions, envision possible solutions, and provide leadership within and across groups. For example, they are able to:</td>
</tr>
<tr>
<td>• Understand that the worldview of others contain required data needed to solve problems;</td>
<td>• Understand and use energetic connections within/and among people and the environment;</td>
</tr>
</tbody>
</table>
• Assess and analyze the individuals’ health and wellness, and determine what interferes and facilitates it; and
• Use self as an energetic source needed to facilitate and/or lead discussions, facilitate problem-solving, and promote growth and healing.

**Essential: Clinical Prevention and Population Health for Improving Health**

Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

**Requirement: Holistic Nurses adhere to this requirement, acquiring knowledge needed to practice both direct and indirect care components.**

Knowledge needed by graduate Holistic Nurses includes:
• Basic knowledge acquired in undergraduate studies;
• Advanced holism, health and wellness sciences;
• Clarity on the effects of deviations from health and wellness;
• How to uncover the root of the problem;
• How to assess for and analyze differences in growth, development, and healing; and
• How to incorporate the consumers’ perceptions in the caring-healing processes.
• How to artistically create interventions that are based on integration of knowledge and unique to the individual.

Knowledge, skills, and attitudes necessary for Advanced Holistic Nursing are acquired through formal education, mentoring, experience, personal knowing, and reflective practice.

**Essential: Master’s Level Practice**

Advanced Holistic Nurses practice in multiple roles, and multiple settings. They have acquired competencies needed to provide care for consumers across the lifespan; mentor and lead colleagues; work with groups, systems, organizations, and policy-makers. These competencies, described in Benner’s model of professional development (1984) as Stage 5, The Expert, are used to provide leadership across the healthcare system.

**Requirement: Philosophical and Scientific Underpinnings for Advanced Holistic Nursing Practice**

Advanced Holistic Nurses practice in multiple roles, and multiple settings. They have acquired competencies needed to provide care for consumers across the lifespan; mentor and lead colleagues; work with groups, systems, organizations, and policy-makers. These competencies, described in Benner’s model of professional development (1984) as Stage 5, The Expert, are used to provide leadership across the healthcare system.
VII SUMMARY

This document was prepared to establish seamless, standardized educational guidelines for preparing Holistic Nurses, basic to doctoral level practice. The goal is to facilitate students’ acquisition of knowledge, skills, and attitudes of the Holistic Nursing discipline. The current healthcare system presents limited access to services, is fragmented, and focuses on costly problem-based care. Inadequate time is spent on the patient’s emotional and social needs, particularly their pain and struggles, and/or promotion of their strengths, health, and wellbeing. Although most graduate nurses assume a role of clinician, coach, mentor, advocate, and/or leader, most are also troubled by this emerging paradigm for practice. Many are challenged to envision how holistic, caring-healing practices can engage patients, support healthy behaviors, and change the healthcare environment. Clearly a framework, based in holistic philosophy and values, that facilitates and requires the integration of scholarship and practice, is needed.

Nurses whose practice is founded in the holistic paradigm are prepared to provide the leadership needed to meet these challenges. The ethics of Holistic Nursing mandate that caring-healing processes be carried out through a partnership of provider and consumer; consumers are the experts of their own life experiences; and nurses act as an instrument of health and healing. The caring-healing processes are designed and implemented with the intent to help people experience quality and comfort, and to find meaning in their experiences, birth through death. Holistic Nurses draw on the sciences of health and wellness, holistic theories, research, expertise, and intuition to understand the worldview of consumers, find patterns in the data, and create artistic actions required to facilitate growth, wellness, wellbeing, and healing.

The Institute of Medicine provided the opportunity for nursing to assume leadership needed to change healthcare; Holistic Nurses are ready to respond. All Holistic Nurses are ready to provide leadership in the provision of person-centered, holistic care that emphasizes health and wellbeing in all settings and with all populations. Graduate Holistic Nurses are also prepared to provide advanced, inter-professional leadership in problem-solving, policy-making, and system development. However, before they can fulfill their potential, it is imperative that Holistic Nursing education is standardized. Recognition, approval, and acceptance of the essential requirements of educational processes for Holistic Nursing will provide the framework needed. This document, *Foundations, Competencies, and Curricular Guidelines for Basic to Doctoral Holistic Nursing Education* provides the needed guidelines; Tool Kits designed to elaborate details will be provided.
REFERENCES


Erickson, M. (2015). Personal communication regarding criteria used for approving applications for AHNCC Endorsed Program.


APPENDIX A

Relations among AHNA Standards of Care, and
Basic Holistic Nursing Practice Core Competencies
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1. ASSESSMENT: The holistic, registered nurse collects comprehensive data pertinent to the healthcare consumer’s health and or the situation. The Holistic Nurse:

1. Centers self before interacting with client.
2. Elicits client story (to reveal context and complexity of the human health experience).
3. Prioritizes data collection activities based on client’s immediate needs, condition, and/or situation.
4. Collects data relevant to the holistic paradigm in a systematic and ongoing process.
5. Uses holistic nursing concepts to guide data collection.
6. Uses holistic nursing theories to guide data collection.
7. Uses scientific (empirical) knowing when gathering and validating data.
8. Uses esthetic knowing when gathering and validating data.
9. Uses ethical knowing when gathering and validating data.
10. Uses own personal knowing when gathering data.
11. Uses sociopolitical knowing when gathering and validating data.
12. Uses unknowing when gathering data.
13. Uses reflective knowing when gathering and validating data.
14. Assesses client’s perceptions and meaning of signs and symptoms, health, illness, sickness, and wellbeing.
15. Assesses client’s understanding of the diagnostic procedures, the diagnosis, and treatment plan including integrative health practices.
16. Assesses client’s use of and preferences for conventional and integrative health strategies.
17. Assesses client’s learning needs and readiness to learn.
18. Assesses client values, beliefs, and cultural practices.
19. Assesses client’s lifestyle patterns and risk behaviors.
20. Assesses client’s physical, mind, body, spiritual dimensions and their interactions.
21. Assesses client’s comfort status and related resources.
22. Assesses client’s coping status and related resources.
23. Assesses cultural and environmental factors effecting client’s wellbeing.
24. Assesses significant others’ perceptions of the situation.
25. Assesses interactions between the client and significant others.
26. Assesses client’s strengths, challenges, and available internal and external resources.
27. Documents relationship among diagnoses, expected outcomes, and evidence-informed, holistic care plan in a secure and retrievable manner.

2. DIAGNOSIS: The holistic, registered nurse analyzes data to determine the diagnosis or the issues. The Holistic Nurse:

28. Uses holistic nursing theories to interpret meaning and to identify relationships among the data collected.
29. Synthesizes data/information to identify patterns.
30. Analyzes pattern(s) of data collected to derive diagnoses.
31. Validates diagnosis in partnership with client(s).
3. OUTCOMES IDENTIFICATION: The holistic, registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation. The Holistic Nurse:
   32. Partners with client to formulate realistic outcomes that emphasize holistic health and wellbeing.
   33. Considers own expertise when defining outcomes.
   34. Facilitates client’s understanding that there is a potential of the outcomes evolving over time.
   35. Uses holistic nursing theory to formulate outcomes.

4. PLANNING: The holistic, registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes. The Holistic Nurse:
   36. Clarifies and validates client’s understanding of the plan.
   37. Facilitates client and significant others to explore holistic strategies and related resources needed to address each of the diagnoses and the expected outcomes.
   38. Integrates spiritually-based interventions in care plan as appropriate.
   39. Partners with client and significant others (as appropriate) to set a timeline for the care plan.
   40. Plans care that links assessment, diagnosis, and potential side effects.
   41. Uses standardized language and/or recognized terminology to document the holistic plan.
   42. Ensures inclusion of client’s values and beliefs in decision-making, holistic care plan, and negotiation of role-responsibilities.
   43. Formulates a safe and effective care plan that incorporates appropriate integrative health practices.

5. IMPLEMENTATION: The holistic, registered nurse implements the identified plan. The Holistic Nurse:
   44. Integrates current trends, research, and evidence-informed interventions specific to the client’s needs, problem, or situation.
   45. Uses self as an instrument of healing (e.g. as a conduit of healing energy).
   46. Uses intentional comfort-touch as appropriate.
   47. Partners with client in decision-making throughout the implementation process to ensure safe and holistic practice effectiveness.

   a) Coordination of Care: The holistic, registered nurse coordinates care delivery. The Holistic Nurse:
   48. Advocates for the client’s self-knowledge as essential information.
   49. Coordinates implementation of holistic care plan across settings and caregivers.
   50. Facilitates client in establishing/maintaining relationships with healthcare providers that are conducive to healing.

   b) Health teaching and promotion: The holistic, registered nurse employs strategies to promote health and a safe environment. The Holistic Nurse:
   51. Models ethics and philosophy consistent with holistic nursing’s beliefs.
   52. Facilitates client’s and significant others to learn that healing is a holistic process.
   53. Creates safe learning environments.
   54. Uses teaching-learning methods appropriate to the clients needs and/or situation.
   55. Seeks ongoing feedback on information provided.
   56. Facilitates others to access their own inner wisdom.
57. Facilitates others to learn about conventional and integrative practices.
58. Partners with multiple sources (e.g. clients, advocates, etc.) to create health documents.

6. EVALUATION OF IMPLEMENTED CARE: The holistic, registered nurse evaluates progress toward attainment of outcomes. The Holistic Nurse:
59. 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.
60. Documents results of the evaluation.
61. Uses ongoing evaluation to mutually revise, with persons involved: the plan, diagnosis, expected outcomes, and implementation.
62. Disseminates evaluation results according to laws and regulations.

7. ETHICS: The holistic, registered nurse practices ethically. The Holistic Nurse:
63. Honors uniqueness and inherent worthiness of clients throughout all aspects of the holistic nursing process.
64. Honors the individual as the authority/expert of his/her life experiences.
65. Honors and facilitates the natural development of and unfolding of the client’s human processes, and inherent capacity for self-healing.
66. Engages in on-going self-reflection to identify wisdom learned and areas for self development.
67. Values all life experiences as opportunities to find personal meaning and cultivates self-awareness, self-reflection, and growth.
68. Reflects on the effect of one’s cultural and spiritual beliefs, life experiences, biases, education, and values on his/her professional practice.
69. Uses ANA Code of Ethics with Interpretive Statement and AHNA Position Statement on Holistic Nursing Ethics to guide practice.
70. Uses AHNA Core Values to articulate the moral foundation of holistic nursing.
71. 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.
72. Respects the client’s choices and health trajectory, even when it is incongruent with conventional wisdom/standards.
73. Informs the person of the risks, benefits, and outcomes of holistic healthcare regimes.
74. Assists persons in self-advocacy skill development, which includes making informed choices about their care.
75. Provides age appropriate holistic care in a culturally and ethnically sensitive manner.
76. Demonstrates a commitment to practice holistic self-care strategies to manage stress and enhance wellbeing.
77. Demonstrates knowledge of the role and referral process of the ethics committee in the organization.
78. Advocates for the holistic wellbeing of the global community with consideration for the economy, education, and social justice.
79. Acts on behalf of vulnerable and/or marginalized individuals or groups who cannot seek or demand ethical treatment on their own.
80. Seeks available resources in formulating holistic, ethical decisions.
81. Reports illegal, incompetent, or impaired practices.
8. EDUCATION: The holistic, registered nurse attains knowledge and competence that reflects current nursing practice. The Holistic Nurse:
   82. Seeks and acquires knowledge and skills pertinent to the practice of Holistic Nursing.
   83. Seeks experiences, formal and informal, to maintain and develop clinical skills, professional knowledge, and personal growth related to holistic nursing.
   84. Uses current knowledge, including research findings, to expand clinical practice, professional performance, and role development.
   85. Maintains professional records that provide evidence of competency, and life-long learning related to holistic nursing.

9. EVIDENCE-INFORMED PRACTICE/RESEARCH (EBP): The holistic, registered nurse integrates evidence and research findings into practice. The Holistic Nurse:
   86. Uses the best available evidence, including theories and research findings, to guide holistic nursing practice decisions throughout the nursing process.
   87. Recognizes that evidence-informed practice contains three components: the best evidence, the client’s preferences, and the nurse’s expertise.
   88. Participates, actively and ethically, in holistic research activities.
   89. Participates in the work of the research ethics committee.
   90. Supports research of others on healing, wholeness, spirituality, and/or other holistic concepts.

10. QUALITY OF PRACTICE: The holistic, registered nurse contributes to quality nursing practice. The Holistic Nurse:
   91. Approaches clients as integrated, adaptive systems, interconnected with all other systems.
   92. Acknowledges that holistic health is a multidimensional state of wellbeing as perceived by the client.
   93. Acknowledges health and wellbeing as the desired outcome of holistic nursing practice.
   94. Acknowledges self as integral with the healing environment.
   95. Focuses on facilitating the individual’s growth, holistic health, and wellbeing.
   96. Uses Presence, Intentionality, Compassion, and Authenticity throughout the holistic nursing process.
   97. Uses holistic nursing theories to help integrate one’s knowing, doing, and being in practice.
   98. Demonstrates quality by documenting the application of the holistic nursing process in a responsible, accountable, and ethical manner.
   99. Creates innovative, quality-improvement activities to initiate changes in holistic healthcare.
   100. Engages in the practice of self-care as a prerequisite to providing holistic care.
   101. Provides age and developmentally appropriate holistic care from infant to elder in a culturally and ethnically sensitive manner.
   102. Implements processes to remove/decrease barriers to holistic care.
   103. Seeks feedback from clients regarding impact and effectiveness of holistic nursing care.
   104. Obtains and maintains professional certification in holistic nursing and other areas of expertise.
   105. Promotes competency in Holistic Nursing Practice to assure client quality of care.

11. COMMUNICATION: The holistic, registered nurse communicates effectively in all areas of practice. The Holistic Nurse:
106. Uses communication knowledge and skills (e.g. active listening) to interact effectively within the clients and colleagues worldview.
107. Validates communication with clients and colleagues to ensure constructive, purposeful interactions.
108. Facilitates negotiations of conventional and integrative practices for continuity of care and program planning.
109. Facilitates inter-professional processes that enhance contributions of all members of the health team.
110. Provides information related to the use, efficacy, safety, and indications of integrative health practices to clients and others as indicated.
111. Partners with client and colleagues to enhance healthcare-consumer’s perception of wellbeing.

12. LEADERSHIP: The holistic, registered nurse demonstrates leadership in the professional practice setting and the profession. The Holistic Nurse:
112. Engages in team-work with all healthcare providers.
113. Works to create and maintain healthy work environments that supports holistic healthcare.
114. Demonstrates creativity and flexibility during periods of system change.
115. Serves in key roles in the work setting by participating on committees, councils, and administrative activities.
116. Promotes advancement of holistic nursing as a profession.
117. Has the ability to define a clear vision of holistic nursing practice, associated goals with implementation and evaluation plans to measure success.
118. Demonstrates energy, excitement, and a passion for quality holistic nursing practice.
119. Creates an environment that supports holistic nursing in risk-taking behaviors.
120. Proactively promotes innovative ideas aimed at creating an environment conducive to client holistic health and wellbeing.
121. Supports appropriate balance between work and holistic self-care in the lives of nurses and other colleagues.

13. COLLABORATION: The holistic, registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice. The Holistic Nurse:
122. Acknowledges and expresses expertise and competency of diverse disciplines.
123. Maintains compassionate and caring relationships with peers and colleagues.
124. Collaborates with inter-professional team to optimize resources needed for holistic care plan.
125. Participates in professional organizations in a membership capacity at local, state, national and international levels to expand promotion of holistic health.
126. Shares holistic nursing knowledge and skills with peers and colleagues at patient-care conferences.
127. Shares holistic nursing knowledge and skills with peers and colleagues at inter-professional team meetings, conferences, and other opportunities.
128. Provides peers with feedback regarding their practice and/or role performance, as it affects the wellbeing of both the peer and their clients, using constructive language and sincere communications.

14. PROFESSIONAL PRACTICE EVALUATION: The holistic, registered nurse
evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. The Holistic Nurse:

130. Engages in self-evaluation to identify areas of strength, opportunities for professional development with consideration to current laws, regulations, and rules.
131. Seeks informal feedback from clients, and colleagues/peers in respect to professional practice.
132. Seeks formal feedback from clients, colleagues/peers, supervisors, and others.
133. Participates in systematic peer review considering practice standards and guidelines, relevant statutes, rules and regulations.
134. Performs actions necessary to achieve holistic goals identified from evaluation processes.
135. Provides rationale for holistic nursing practice beliefs, decisions, and actions as part of evaluation processes.

15. RESOURCE UTILIZATION: The holistic, registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible. The Holistic Nurse:

136. Understands the diversity of the global community and associated resources.
137. Incorporates cultural practices that affect the client’s holistic healthcare plan and related outcomes.
138. Evaluates factors such as client resources and circumstances, the safety, cost-benefits, efficiencies, and impact on practice when choosing practice options that result in the same expected outcomes.
139. Facilitates clients in becoming informed consumers of holistic care.
140. Identifies and reports discriminatory professional practices.
141. Engages in nondiscriminatory holistic nursing practices.
142. Assigns or delegates tasks as defined by the state nurse practice acts and according to the knowledge and skills of the designated care-giver.

16. ENVIRONMENTAL HEALTH: The holistic, registered nurse practices in an environmentally safe and healthy manner. The Holistic Nurse:

143. Acknowledges that the wellbeing of the ecosystem of the planet is a determining condition for the wellbeing of holistic human beings.
144. Engages in activities that nurture and enhance our integral relationship with the earth.
145. Proactively works to protect the holistic health and wellbeing of the ecosystem.
146. Contributes to an environment that is conducive to enhancing the holistic education of healthcare providers.
147. Promotes work environments that support understanding, respect, health, healing, caring wholeness, and harmony.
APPENDIX B
Relations among AHNA Standards of Care, and
Advanced Holistic Nurse Practice Core Competencies
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1. ASSESSMENT: The holistic, registered nurse collects comprehensive data pertinent to the healthcare consumer’s health and or the situation. The Advanced Holistic Nurse:
   1. Partners with clients to: explore and validate their story, find meaning embedded in their statements, and explore contextual issues.
   2. Assesses, interprets, and synthesizes multiple sources of knowledge to understand the client’s need, problem, or situation.
   3. Assesses effects of relations and interactions among client, significant others, and/or community on client’s wellbeing
   5. Uses art interpretation as a source of assessment.
   6. Interprets diagnostic tests/procedures.
   7. Assesses relations and interactions among individuals, families, the community, and social systems on the community’s (and/or society’s) wellbeing.
   8. Affirms intuitive insights with client and/or significant others.

2. DIAGNOSIS: The holistic, registered nurse analyzes data to determine the diagnosis or the issues. The Advanced Holistic Nurse:
   9. Synthesizes data/information to identify patterns and variances within life context.
   10. Formulates hypothetical diagnoses regarding bases of client’s needs/situation/problems derived during interview, examination, and diagnostic processes.
   11. Validates diagnosis and expected outcome with client, family/significant other, and other healthcare providers as appropriate.
   12. Differentiates clinical findings within normal and/or abnormal variations.

3. OUTCOMES IDENTIFICATION: The holistic, registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation. The Advanced Holistic Nurse:
   13. Partners with client and other healthcare providers to formulate inter-professional outcomes, consistent with the diagnoses, client’s perceived needs, circumstances, and resources.
   14. Formulates and documents holistic, inter-professional outcomes, derived from the diagnoses, with realistic time frames.
   15. Differentiates outcomes that require system-level interventions from those of independent nurse practice activities.

4. PLANNING: The holistic, registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes. The Advanced Holistic Nurse:
   16. Partners with client to explore possible strategies using linguistic and symbolic language.
   17. Considers relations among cost, risks, and benefits of the care plan.
   18. Evaluates system-wide resources needed to carry out holistic plan.

5. IMPLEMENTATION: The holistic, registered nurse implements the identified plan. The Advanced Holistic Nurse:
   19. Collaborates with nurses and the inter-professional team to integrate resources for optimal holistic plan.
20. Maintains a dynamic assessment-diagnosis-outcome-implementation process to ensure holistic practice effectiveness.
21. Uses and/or recommends a range of approaches/therapies, including both conventional healthcare treatments, and integrative health practices.
22. Proposes tests/procedures to the healthcare team, as indicated by client’s condition/needs/situation.
23. Partners with client in decision-making and role negotiations to ensure that the care plan is safe, efficient, and holistic
24. 
   a) Coordination of care: Advanced Practice

25. Integrates and synthesizes inter-professional information needed to prescribe strategies important to client’s perceived wellbeing, including community support and/or modifications of surroundings.
26. Facilitates staff in developing and maintaining competency in the assessment, diagnostic, planning, and implementation processes.
27. Organizes and coordinates inter-professional holistic care to reflect the priorities of clients and significant others.
28. Coordinates system-wide resources used to provide holistic care.
29. Documents coordination of inter-professional holistic care in a manner that is secure and easily retrieved.
30. Refers and follows-up on clients as indicated.

b) Health teaching: Advanced Practice

31. Designs and provides health information that is based on cost-effectiveness research and is appropriate to the client’s unique situation.
32. Assists staff in developing and maintaining competency in holistic processes.
33. Partners with multiple sources (e.g. clients, advocates, etc.) to create holistic health documents and health policies.
34. Provides clients with appropriate information including side effects and costs of both conventional and integrative health practices.
35. Provides nurse with educational programs that explain/expand holistic nursing.
36. Incorporates comparative-effectiveness recommendations when planning and implementing teaching and counseling processes.
37. Evaluates holistic health information acquired from various sources (e.g. books, brochures, internet, etc.) for accuracy, readability, comprehensibility, quality, and appropriateness for the individual.
38. Evaluates effectiveness of holistic health information provided to help people learn about themselves and their conditions or situations.
39. Partners with clients in various settings to promote health, prevent illness, and provide anticipatory guidance.

c) Consultation: The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
40. 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.

41. Provides inter-professional team members information on holistic principles and practices indicated by client’s situation, worldview, and research findings.

42. Enhances the effectiveness of consultation by involving clients and other stakeholders, negotiating role responsibilities, and using supportive decision-making.

43. Clearly and concisely communicates consultation recommendations to all stakeholders in order to bring about negotiated change.

44. Consults with inter-professional colleagues as needed to enhance holistic plan implementation.

45. Synthesizes multiple sources of knowledge/information, including client self-knowledge when prescribing holistic treatment.

46. Prescribes holistic plan care plan co-created by partnering with client.

47. 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.

48. Evaluates and analyzes therapeutic effects, possible side-effects, and possible interactions of all prescribed treatments.

49. Provides client with information about cost and expected outcomes of planned treatment and integrative options.

50. Partners with others to create an inter-professional plan that focuses on safe, effective holistic outcomes.

51. Documents collaborative discussions including holistic plan changes, communications, and rationale.

52. Documents referrals, including provisions for continuity of holistic care.

6. EVALUATION OF IMPLEMENTED CARE: The holistic, registered nurse evaluates progress toward attainment of outcomes. The Advanced Holistic Nurse:

53. Partners with client to evaluate the accuracy of the diagnosis, effectiveness of interventions, change in meaning of experience, and person’s expected outcomes.

54. Partners with client to evaluate effectiveness of holistic nursing plan and to adapt care plan as indicated by evaluation, resources, and/or the situation.

55. Partners with the client to evaluate the accuracy of the inter-professional diagnoses, expected outcomes, and intervention effectiveness.

56. Synthesizes results of evaluations to determine the impact of care and proposed changes in healthcare processes, and/or systems as indicated and appropriate.

7. ETHICS: The holistic, registered nurse practices ethically. The Advanced Holistic Nurse:

57. Participates in inter-professional teams that address ethical risks, benefits, and outcomes.

58. Contributes actively and proactively to create an ecosystem that supports wellbeing of all life.
59. Models expert holistic nursing practice to colleagues, consumers, and inter-professional team members.
60. Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of-knowing important for each phase of the holistic nursing process.
61. Uses expert knowledge and skills to influence inter-professional decision-making related to holistic healthcare.
62. Leads the development of continuous improvement of systems that support and/or provide holistic care.

8. EDUCATION: The holistic, registered nurse attains knowledge and competence that reflects current nursing practice. The Advanced Holistic Nurse:

   62. Uses current healthcare research findings and other sources to understand national practice standards and trends in holistic nursing.
   63. Acquires advanced communication skills and knowledge relevant to the practice of Holistic Nursing.
   64. Provides educational programs for nurses and colleagues that explain and expand holistic nursing.
   65. Provides professional organization leadership needed to expand provisions of holistic healthcare at local, state, national and international levels.

9. EVIDENCE-INFORMED PRACTICE/RESEARCH (EBP): The holistic, registered nurse integrates evidence and research findings into practice. The Advanced Holistic Nurse:

   66. Facilitates colleagues’ critique of research findings to determine application to holistic nursing practice.
   67. Critiques research projects and results to determine appropriateness for application to holistic nursing practice.
   68. Uses nursing theory to base and guide research projects.
   69. Uses research findings in the development of policies, procedures, and practice guidelines for holistic client care.
   70. Initiates and maintains a program of research related to holistic nursing.
   71. Provides guidance and leadership for nurse colleagues (and others as indicated) in the research process and the use of research findings.
   72. Uses organizational and community resources to formulate multidisciplinary plans of care.
   73. Develops innovative strategies that consider resource utilization.
   74. Develops evaluation strategies to demonstrate cost effectiveness, cost-benefits, and efficiency factors.

10. QUALITY OF PRACTICE: The holistic, registered nurse contributes to quality nursing practice. The Holistic Advanced Holistic Nurse:

    75. Identifies practice situations important for quality monitoring.
    76. Collects data to monitor quality and effectiveness of holistic nursing practice.
    77. Uses the results of quality improvement activities to initiate changes in holistic nursing practice and in the healthcare delivery system.
    78. Analyzes quality-review data to formulate recommendations for improving holistic nursing practice.
    79. Develops indicators to monitor and/or standardize quality and effectiveness of holistic nursing practice.
    80. Develops and standardizes Holistic Nursing guidelines, protocols, and practice.
81. Designs quality improvement initiatives.
82. Promotes competency in Holistic Nursing practice to assure quality of care to clients.
83. Evaluates the quality-of-care reports to identify research opportunities.

11. COMMUNICATION: The holistic, registered nurse communicates effectively in all areas of practice. The Advanced Holistic Nurse:
84. Engages the healthcare-consumer, family, and team members in planning and implementing holistic care designed to achieve optimal outcomes.
85. Uses advanced knowledge and skills to promote open communication among the inter-professional team members and the client.
86. Uses story-telling to reframe experiences.
87. Communicates the holistic care plan, including both conventional and integrative practices, to the inter-professional team members.
88. Partners with others to create an inter-professional plan that focuses on safe, effective holistic outcomes.
89. Documents collaborative discussions (including holistic plan changes, communications, and rationale).
90. Documents referrals, including provisions for continuity of holistic care.

12. LEADERSHIP: The holistic, registered nurse demonstrates leadership in the professional practice setting and the profession. The Advanced Holistic Nurse:
91. Provides leadership for nursing and inter-professional groups aiming to improve holistic healthcare.
92. Promotes advanced holistic nursing practice.
93. Models expert holistic nursing practice to colleagues, consumers, and inter-professional team members.
94. Mentors nurse colleagues in the acquisition and use of holistic nursing knowledge, skills, and ways-of knowing.
95. Uses expert communication knowledge and skills to influence inter-professional decision-making related to holistic client care.
96. Formulates recommendations to improve holistic nursing practice.
97. Leads the development of continuous improvement of systems that support and/or provide holistic care.

13. COLLABORATION: The holistic, registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice. The Advanced Holistic Nurse:
98. Makes referrals and performs follow-up as needed.
99. Participates with inter-professional teams that contribute to role development, advanced holistic nursing practice, and/or holistic healthcare.
100. Provides inter-professional educational information on holistic care as indicated.
101. Provides professional organization leadership needed to expand provisions of holistic healthcare at local, state, national and international levels.
102. Develops practice environments that recognize, value, and demonstrate holistic communication as fundamental to care.
103. Communicates consultation recommendations, including those that facilitate change.

14. PROFESSIONAL PRACTICE EVALUATION: The holistic, registered nurse evaluates her
or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. The Advanced Holistic Nurse:

104. 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.

105. 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.

106. Engages in inter-professional processes to evaluate holistic patient care and organizational issues, given current practice standards and guidelines.

107. Synthesizes results of evaluations to determine the impact of care and propose changes in healthcare processes, and/or systems.

108. Critically examines integrative practices indicated in any treatment plan for their efficacy, safety, and appropriateness.

15. RESOURCE UTILIZATION: The holistic, registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible. The Advanced Holistic Nurse:

109. Assigns or delegates tasks based on holistic needs and conditions of clients, potential for harm, stability of client’s condition, complexity of the task, predictability of the outcome, and professional’s expertise.

110. Uses organizational and community resources to formulate inter-professional care plans.

111. Develops innovative strategies that consider resource utilization.

112. Develops evaluation strategies to demonstrate cost effectiveness, cost-benefits, and efficiency factors.

16. ENVIRONMENTAL HEALTH: The holistic, registered nurse practices in an environmentally safe and healthy manner. The Advanced Holistic Nurse:

113. Co-creates partnerships that promote sustainable holistic environmental health policies and conditions.

114. Contributes actively and proactively to create an ecosystem that supports wellbeing of all life.

115. Analyzes the impact of multiple forces (social, political, human, etc.) on the environment.

116. Critically evaluates the popular media presentations of environmental health issues.

117. Advocates for implementation of holistic environmental principles.

118. Supports nurses in advocating for and implementing holistic environmental principles.

119. Works to correct environmental factors that interfere with a healing environment.

120. Actively uses self to create a safe, healing environment to identify research opportunities and/or questions, relevant to holistic nursing.

121. Develops practice environments that recognize, value, and demonstrate holistic communication as fundamental to care.

122. Evaluates the practice environment to identify research opportunities and/or questions, relevant to holistic nursing.

123. Developing practice environments that recognize, value, and demonstrate holistic communication as fundamental to care.
APPENDIX C

AHNCC Consensus Model Task Force Members

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<td>1/20/2017</td>
<td>Panel 1 AHNCC Board</td>
<td>Ellen Schultz, PhD, RN, Metropolitan University, St. Paul MN Karen Gutierrez, PhD, RN. Metropolitan University, St. Paul, MN</td>
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<td>1/27/2017</td>
<td>Panel 2 AHNA Board</td>
<td>Carole Ann Drick, PhD, RN, AHN-BC, President of AHNA</td>
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<td>Lourdes Lorenz-Miller, RN, DHA©, MSN, NEA-BC, AHN-BC, Murphy North Carolina Jalma Marcus, RN, BS, MS, HNB-BC, CBP, Founder, Quantum Wellness Care and the Organizational Quantum Elizabeth Scala, MSN, MBA, RN, Speaker, Author, Conference Host</td>
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<td>2/20/17</td>
<td>Panel 3 Endorsed Program Faculty</td>
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<td>Cynthia Barrere, PhD, RN, CNS, AHN-BC, FAAN, Quinnipiac University, Barbara Glynn, DNP, RNBC, Assistant Professor of Nursing, Quinnipiac University, Debra Van Kuiken, BS, BSN, PhD, Assistant Professor of Xavier University</td>
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<td>4/7/2017</td>
<td>Nursing Leaders</td>
<td>Lynn Keegan, PhD, RN, AHN-BC, FAAN. Director at Holistic Nursing Consultants Barbara Dossey, PhD, RN, AHN-BC, FAAN. Co-Director, International Nurse Coach Association Jean Watson, PhD, RN, AHN-BC, FAAN. Watson Caring Science Institute</td>
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<td>Jane Corman, RN, ARNP, University of Washington Debra Rose Wilson, PhD MSN RN IBCLC AHN-BC CHT; Managing Editor, International</td>
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<td>Michael Dreher, PhD, RN, FAAN The Elizabeth Bell LaVaca Dean &amp; Professor, School of Nursing and Healthcare Professions, The College of New Rochell. Sue Robertson, RN, PhD, CNE; Associate Professor Coordinator, Nurse Educator Concentration, Cal State Fullerton School of Nursing.</td>
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<td>Ann Peden, PhD, Dean, Capitol University, Ohio</td>
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