



AHNCC Endorsed School Newsletter

Volume 2 | Issue 1 | May 2019

Greetings Colleagues,

Below you will find the third issue of the AHNCC Endorsed School newsletter. Our goal is to facilitate networking and build connections among our colleagues at the Endorsed Schools, as well as keep you updated on what is going on at AHNCC.

We invite you to read the newsletter through and we welcome any feedback or comments you may have. We also invite you to submit materials for our next edition. Please share it with your colleagues and students. Thank you for the important work you are doing to further holistic nursing education and practice.

Have a great day.

Warmly,

Margaret Erickson PhD, RN, CNS, APHN-BC
CEO, AHNCC

Welcome to our third AHNCC Endorsed School Newsletter.

Our intent is twofold, first to provide you with important information and announcements from AHNCC and to build bridges and connections between our colleagues and institutions, supporting each other, while facilitating Holistic Nursing education. For future newsletters we welcome submissions in the following areas:

- From faculty members who can share stories about what is working in their programs;
- Important institutional announcements about changes, awards, etc;
- From students who want to share thoughts, memorable cases, experiences etc.
- Words of wisdom

We expect that our newsletter will evolve as time passes. **All** feedback is welcome.

[Visit our Website](#)

ANNOUNCEMENTS FROM AHNCC

***CONGRATULATIONS!** We would like to congratulate and welcome two new AHNCC Endorsed Nursing programs.

Duquesne University has received endorsement of the Baccalaureate of Science in Nursing and Second Degree Baccalaureate of Science in Nursing Programs



St. Catherine's University Nursing Baccalaureate degree program, College for Women RN to BSN, and College for Adult Sections programs have received AHNCC endorsement.



UPCOMING EVENTS

Letters were sent to all AHNCC Endorsed programs inviting their graduates and faculty to sit for the upcoming examination sessions. Bookmarks were also sent to be shared with students as the graduate to remind them of their opportunity to sit for national certification. If any schools need more bookmarks sent please let us know.

AHNA 39th National Conference

For those of you who be attending the upcoming AHNA conference in Tulsa, OK, **we will have our annual gathering Thursday June 6th from 8:15-9:15 am in the Pool View Boardroom** to answer questions, and connect and network with one another. You can pick up your breakfast prior to joining us and we can all eat together.



FACULTY CORNER

A Voice From

St. Catherine University
Minneapolis/St Paul, MN.

Joyce B. Perkins PhD, RN, AHN-BC, CHTP, ACE-GFI

St. Catherine University's newly endorsed AHNCC BSN program has three sections: a day section in the College for Women, an online RN to BSN section, and a new hybrid (online and face-to-face) section in the College for Adults (CfA). Each section has its own template for offering holistic nursing. This widespread holistic emphasis grew through faculty interest, scholarship, and a growing commitment to incorporate holistic theory and practice into the respective BSN curricula.

With the support of the faculty throughout the Department of Nursing, an opportunity arose to design a totally new BSN curriculum in the CfA section. Faculty advocates for the holistic perspective from all program sections and multi-cultural partners from the community came forward to help create and endorse a curriculum grounded in the most up-to-date holistic theory, while simultaneously incorporating contemporary best practices in nursing education. Unitary Human Caring Science (UHCS) emerged from this gathering as the CfA BSN's theoretical framework. The focus on best nursing educational practices provided the structure within which to embed UHCS and its application across

all the new nursing courses.

More specifically, UHCS and its application at the BSN level was officially announced at the 2019 conference, *Nursing Theory: A 50th Year Perspective Past and Future* (Nursology, 2019) by faculty representatives (Perkins, 2019; Cunniff, Dols Finn, Pearson, & Perkins, 2019) from various nursing programs within St. Catherine University. UHCS emerged from Unitary Caring Science (UCS), the brainchild of Watson and Smith (2002), when they merged Rogers' Science of Unitary Human Beings (SUHB) (Rogers, 1971,1992) with Watson's Caring Science (2008, 2018). Perkins (2019) exponentially expanded possibilities by using Newman's (1994) work on expanding consciousness, to sort levels or kinds of information within the unitary transformative paradigm, thus, increasing the parameters of the possibility of a pan dimensional human-environmental landscape. This unique twist or spiral of consciousness allows for the inclusion of all possible theories, thought systems, and healing potentials. It seems to be a universal approach in which all personal, cultural, and systemic perspectives are embraced and sorted, then brought forth for the potential good or healing that they might offer to the human-environment. In particular, the inclusivity element seems "just right" for our time in history when course corrections of all kinds are upon us.

All possible healing potentials are embraced as this unitary holistic perspective is called forth by conscious attention and intention, and the choice of a heart filled with a sense of the sacred nature of all things. The frequencies of love and compassion create the nest, while many ways of knowing (Carper, 1978) pave the path of conscious choice. The languages of complexity science, plasma cosmology, quantum physics, indigenous and ancient cultural knowing, to name a few, reveal a multicultural yet common, even innate benevolence in the natural world that facilitates a leap in human potential to bring balance to the forefront of life and living systems. The coherent harmonious movement of life energy flowing pan dimensionally incorporates the varying theoretical perspectives within a unitary understanding.

The experience of expanded human potential is possible for those willing to engage and participate in the learning of certain practices that bring balance and healing to life situations. St. Catherine University's BSN sections are designed to introduce students to these pathways and practices. One such pathway is the use of Watson's Caritas Processes ®. These processes evolved to Caritas Veritas ® (Watson, 2018) in the unitary paradigm, illuminate one's life journey, as light is shone on inner processes of growth and development within each student nurse. Perkins (2017) noted that the expert nurse becomes a virtuoso via praxis at this level of human function, and a sense of the sacred in daily life prevails. The ability to note subtle energetic patterns as well as physical, chemical or mental, emotional presentations inform nursing action.

UHCS aligns with best nursing education practices regarding curriculum design and the associated student experiences. The BSN student learning outcome statements reflect holistic nursing elements and are the same for all three BSN sections. These statements, plus the integration of holistic core concepts, standards and values serve as an organizing framework for the detailed curriculum maps that specify holistic perspectives alongside more traditional nursing content. Curriculum map details are parceled out into nursing courses and are represented in detail in each course syllabus. Associated assessments and related rubrics measure formative and final outcome achievement in both holistic and traditional curriculum areas. In the CfA for example, these include caring attributes, modes of being, and paradigms, along with understanding and application of the Caritas Processes ®. Another CfA example is a learning experience that synthesizes holistic and traditional elements. Beginning in the first year and reaching its apex in the last semester, each student creates an e-portfolio organized around integral nursing theory (Dossey, 2008). In addition, meditation, contemplation and other self-care practices are included throughout the curriculum, to help stabilize the inner personal dynamics of students as they embrace the larger world of complex situational dynamics of patient care and organizational complexity. Also, the three BSN sections utilize a common continuous quality cycle process that evaluates effectiveness in bringing about the desired learning outcomes. This process routinely addresses the holistic components as specified across the curriculum. In all of these nursing education best practices and many others not listed here, the all-encompassing UHCS theory of nursing can provide highly meaningful explanatory and motivational momentum for students and faculty alike.

St. Catherine's BSN program offers the foundational practices and a values-based

curriculum that builds relational knowing, perceptual pattern awareness, and caring behaviors. This approach facilitates practice readiness for entry into the profession as well as for lifelong learning. A nurse with such expanded awareness possesses inner qualities and sustainable capacity for caring behaviors that potentiate joy in the making of a better world.

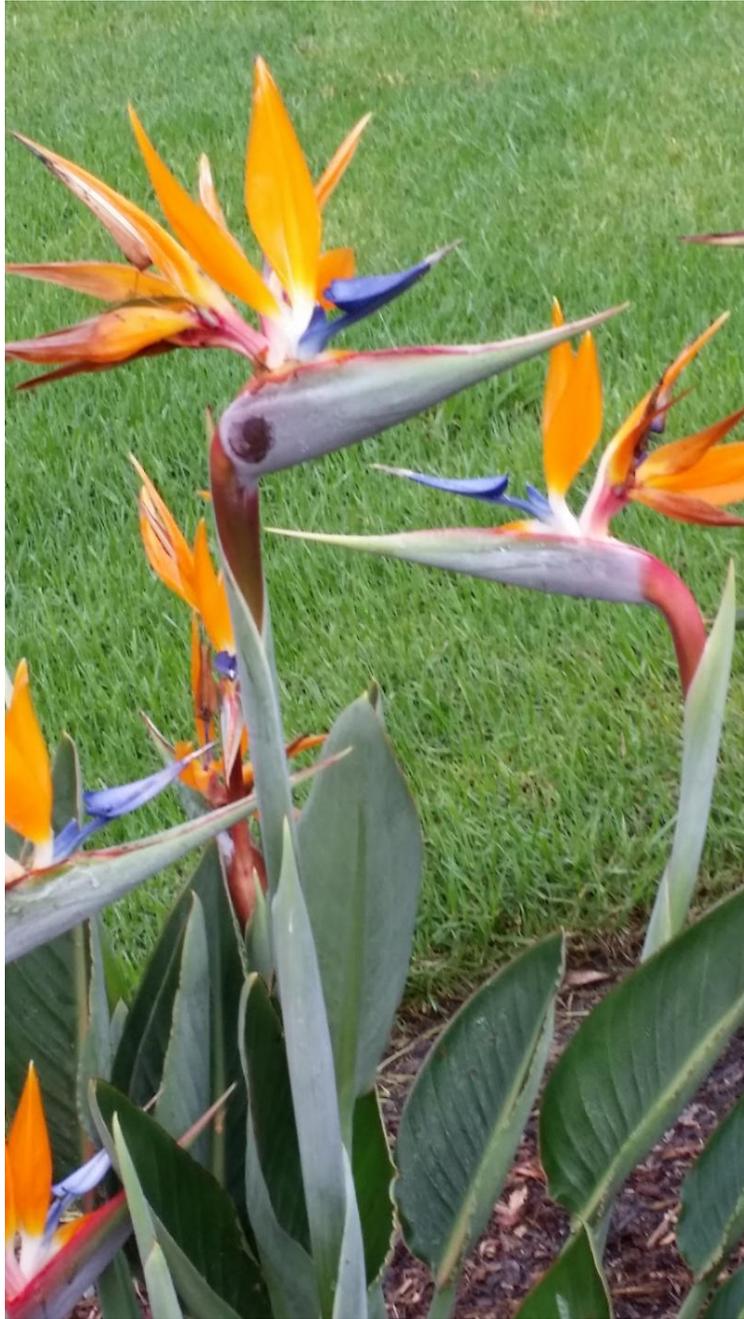
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STUDENTS CORNER

AHNCC is pleased to have had the opportunity this spring to work with three graduate nursing students as they undertook and completed graduate course practicums.

We would like to thank Elvira Hernandez, BSN, Grand Canyon University; Amaris Chrispell, BSN, Florida Atlantic University; and Jennifer Roberts, Florida Atlantic University for their efforts in helping AHNCC further their work and mission.



“Sometimes the questions are complicated and the answers are simple.”

— Dr. Seuss

Future Testing Dates

We hope you will encourage your students to take advantage of this wonderful opportunity. Please remind them about the test dates and make sure they receive the letter that was sent for the graduates. You may also share this newsletter with them if you choose to do so.

AHNCC Certification Exam Schedule

Applications are accepted year-round, but if you want to be sure to sit for an examination, please have your applications in by the below deadlines. Exams are administered by the Professional Testing Corporation. For more information: www.ptcny.com/clients/ahncc/

TYPE OF CERTIFICATION	(STEP 1) APPLICATION DEADLINE	(STEP 2) TEST REGISTRATION DEADLINE	TESTING PERIOD
HOLISTIC NURSING CERTIFICATION EXAMINATION (HN-BC)			
Fall 2019	September 1, 2019	October 4, 2019	November 2-16, 2019
Spring 2020	February 1, 2020	March 2, 2020	April 18 - May 2, 2020
HOLISTIC BACCALAUREATE NURSING CERTIFICATION EXAMINATION (HNB-BC)			
Fall 2019	August 1, 2019	September 6, 2019	October 5-19, 2019
Spring 2020	January 14, 2020	February 3, 2020	March 7-21, 2020
ADVANCED HOLISTIC NURSING (AHN-BC) & ADVANCED PRACTICE HOLISTIC NURSING (APHN-BC) CERTIFICATION EXAMINATIONS			
Fall 2019	July 1, 2019	August 7, 2019	September 7-21, 2019
Spring 2020	December 1, 2020	January 1, 2020	February 1-15, 2020
TYPE OF CERTIFICATION	APPLICATION DEADLINE		TESTING PERIOD
NURSE COACH CERTIFICATION EXAMINATION (NC-BC or HWNC-BC)			
Fall 2019	September 30, 2019		November 2 - 16, 2019
Spring 2020	February 15, 2020		April 18 - May 2, 2020

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STAY CONNECTED

