Holistic Educational Strategies

This following information is offered to individual activity applicants so that they may be clear about what constitutes holistic curricula and how they can modify their programs to meet the holistic education criteria. These are ideas and are not intended to be viewed as the only ones that an applicant can utilize. The applicant is encouraged to refer to: Mariano, C. (2013). (Ed.). *Scope and standards of practice: Holistic Nursing (2nd ed.)*. Silver Spring Maryland, nursebooks.org.

Holistic nursing is defined as “all nursing practice that has healing the whole person as its goal” (American Holistic Nurses’ Association, 1998, Description of Holistic Nursing). Holistic nursing is a specialty practice that draws on nursing knowledge, theories, expertise and intuition to guide nurses in becoming therapeutic partners with people in their care. This practice recognizes the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment.

**Goal(s) of Holistic Educational Strategies:**
- Describe teaching strategies that contribute to a holistic educational experience
- Promote awareness of holism in educational interactions
- Give examples of implementation of each strategy

**Holistic Educational Strategies:**
- Program content is holistically oriented.
  - Possible Strategies
    - Include aspects addressing mind, body, spirit and emotion: the whole person
    - Incorporate centering or some spiritual piece at the beginning of the program
    - Tie in the lectures/discussion to the mind, body, spirit or emotion
    - Consider how content connects to the environment or community
- Encourage reflection processes that support participants in "digesting" and making personal meaning of the educational material in their own lives and the lives of those they serve through nursing.
  - Possible Strategies:
    - Journaling
    - Small group sharing
    - Creation of safe educational environment where vulnerabilities and "not knowing" have room
    - Have participants identify individual/personal goals for learning experience
    - Self-reflection
- Encourage learning via all ways of knowing: cognitive, "felt-sense", intuitive, empirical, ethical, aesthetic, emancipatory…
  - Possible Strategies:
    - Centering
    - Authentic Presence
    - Mindfulness
    - Intention
    - Intuition
    - Transcendence
    - Individualized learning
- Imagery
  - Utilize multiple aspects of learner perception: multiple senses during the educational experience, movement, etc.
    - Possible Strategies:
      - Example for a class on aromatherapy class: *dance* the experience of the aroma as one senses it
      - Address awakening senses
      - Create opportunities for affective learning through artful creations
      - Self-assessment
  - The educational process is co-creative: instructors engage with participants to co-create a learning environment that influences, changes, and contributes to the wholeness of all parties.
    - Possible Strategies:
      - Verbally state this intention at onset
      - Acknowledge how instructors are influenced during the learning process
      - Support expression by participants about how they are changing during the learning
      - Creativity based activities
      - Creation of sacred space
      - Relationship focused environment
      - Opportunities for sharing personal vision, growth, insights and/or learning
      - Opportunities for sharing past “lived” experiences that impact/influence current “lived” experiences
  - Instructors utilize a holistic nursing model/conceptual framework for the educational process: Nightingale, Rogers, Newman, Watson, Leininger, Erickson, Dossey, Parse, etc. The nurse planner assists other planners with utilization of the holistic nursing theory as a foundation for the educational activity.
    - Possible Strategies:
      - Example using Martha Rogers: "This educational process consciously acknowledges the field in which learning happens. Instructors and students include pattern recognition during the training: recognizing patterns that support learning..."
      - Integrate concepts and theories of biology, psychology, sociology, spirituality and technology
      - Address body, mind, spirit, emotion, environment in the program
      - Address how participants are instruments of healing
      - Responding, reflecting and summarizing
  - The learning environment actively encourages interpersonal relationships (e.g.: among instructors, among participants, and between instructors and participants) characterized by mutual respect, caring, and willingness to communicate.
    - Possible Strategies:
      - Active listening
      - Compassion
      - Connection to ecology
      - Collaboration