

**THE GLOBAL ACADEMY OF HOLISTIC NURSING  
COMMITTEES HANDBOOK**



**SCHOLARSHIP IS THE VEHICLE,  
PRAXIS IS THE GOAL!**

## **TABLE OF CONTENTS**

### **Section I. Scholarship and GAHN Standing Committee 1**

### **Section II. Description of Committees 4**

Finance Committee 4

Nomination Committee 4

Scholar Selection Committee 5

Education Committee 6

Practice Committee 6

Discovery Committee 7

Advocacy Committee 7

### **Section III Selected References 8**

### **Section IV Selected Attachment 9**

## GAHN's COMMITTEES

### SECTION 1. SCHOLARSHIP, PRAXIS AND GAHN'S STANDING COMMITTEES

The Global Academy of Holistic Nursing (GAHN) provides a venue where a community of Holistic Nurse scholars can share their expertise, jointly create educational programs, and advance holistic practices internationally. GAHN's enacted values creates the *culture* and GAHNs working committees provides the *venue* needed for these scholarly activities and their outcomes. The outcome of a fully integrated culture and venue results in scholarship of individuals, merging to create scholarship of the whole.

#### CARING-HEALING SCHOLARSHIP

AACN (March 2018) talked about scholarship, stating that the hallmark attribute of scholarship is the cumulative impact of the scholar's work on the field of nursing and health care. It is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery, and provides the foundation for further discoveries.

GAHN scholars embrace Holistic Caring-Healing Processes as the focus of their scholarship (ANA, 2019). Caring is the integration and application of knowledge, skills, and attitudes of Holistic Nursing; healing is both a process and an outcome. These relations are further described in the document entitled: *Theory of Healing: Scholarship and Praxis* found under the TAB ABOUT as Scholarship and Praxis on [www.gahnscholars.org](http://www.gahnscholars.org)

GAHN Scholars draw from these premises to generate, synthesize, translate, apply, and disseminate knowledge as needed to actualize GAHNs Mission and Purpose. GAHNs Outcomes and related Goals (Table 1), extrapolated from the Mission and Purpose, provides guide-lines for the Scholars in this work.

**TABLE 1. GAHN OUTCOMES AND RELATED GOALS**

GAHN'S OUTCOMES	RELATED GOALS
1. Holistic nursing scholars committed to transforming healthcare communities	1.1 Cultivate an infrastructure necessary to mentor holistic nurse scholars 1.2 Promote holistic caring-healing processes 1.3 Fosters the integration of holistic nursing values in healthcare communities
2. Nursing practice models that integrate the pedagogy, ontology, and praxis of holistic health and wellness	2.1 Disseminate role and benefits of holistic praxis to organizations and associations 2.2 Promote resources and praxis to support the continued development of holistic health and wellness science
3 Sustainable, innovative holistic health and wellness programs that embody attributes of social justice	3.1 Explicate the relationship between social justice and holistic health and wellness 3.2 Promotes policies to advance social justice within a culture of health and wellness.
4. Educational initiatives that promote holistic policies and ethics through engagement and collaboration with AHNA, AHNCC and other national and international organizations.	4.1 Provide leadership and advocacy for holistic nursing through the tripartite collaboration among AHNA, AHNCC, and the Academy 4.2 Develops collaborative relationships with relevant/related organizations

**Committee Structure**

GAHN has two groups of committees. The first group oversees the operational functioning of GAHN. This group includes the Finance, Nomination, and Scholar Selection.

The second group plans and implements the programs designed to fulfill the Mission and Purpose of GAHN. This group, based on Boyer’s Model of Scholarship (1990), includes the Education, Practice, Discovery, and Advocacy Committees. AACN provides documents that clarify the unique contribution of each type of scholarship included in this group. Minor variations in language between GAHN and the AACN documents includes:

- AACN discusses Teaching as one of Boyer’s types of scholarship; GAHN has an Education Committee that will focus on this type of scholarship; and
- AACN discusses Integration as another of Boyer’s types of scholarship; GAHN has an Advocacy Committee that merges Integrative types of scholarship with GAHNs emphasis on EDISJ.

Discussions that further describe and clarify each of these scholarship types, how they relate to the discipline of nursing, and specific examples can be found in the AACN documents found at:

<https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship>.

## SECTION II. DESCRIPTIONS OF THE STANDING COMMITTEES

### GROUP 1: INFRASTRUCTURE COMMITTEES

#### THE FINANCE COMMITTEE

**Purpose:** Serves as the financial steward of GAHN by:

- Planning and implementing a financial business plan for GAHN which includes revenue generation budget oversight, long-term investments and other issues related to financial and organizational stability,
- Preparing an annual budget for approval by the board of directors,
- Advising the board on priorities to be observed in the use of GAHN resources,
- Developing fiscal guidelines

**Composition:**

- Treasurer, Chair
- Executive Committee
- Executive Director

#### THE NOMINATION COMMITTEE

**Purpose:** The Nomination Committee responsibility is to recruit a slate of nominees for the positions of Officers and Directors at Large to fulfill vacancies in the Board of Directors.

To this extent, the Nomination Committee will:

- Meet with the Board of Director designee to review open positions for the Board and related criteria for candidates;
- Inform the membership of open positions and criteria required for nominees;
- Invite members to nominate individuals for open positions;
- Create a list of potential nominees for Officer's positions and designated Directors;
- Submit slate to Board for selection/election of Officers and designated Directors;
- Create a secondary slate for selection by election of Directors at Large that represent membership;
- Submit slate to membership for election of Directors at Large Representing Membership..

**Composition:**

Nomination Committee will be appointed by the Board and include: GAHN Scholars, and a minimum of one Director at Large.

#### THE SCHOLAR SELECTION COMMITTEE

**Purpose:** Oversee the initial phases of the Selection Processes designed to admit GAHN Scholar's into the Academy.

The work of the Selection Committee Includes time-related activities include the following:

- Committee members individually review GAHN Scholar Applications using Scholar's Application Review Rubric
- Committee Chair and ED compile rubric ratings and prepare a rank-ordered list of candidates based on Selection Committee Reviews
- Committee meets as a whole to review, discuss, and review applicants; create rank-ordering as approved by majority of the Committee; and submit the final listing of applicants to the Board for final review
- The Board will review the recommendations, discuss and finalize the approval process.

### **Composition**

- Chair-Elect, Chair
- GAHN Scholars (elected from the membership)
- A designated Board member

## **GROUP 2: WORKING COMMITTEES**

### **EDUCATION COMMITTEE**

**Purpose:** Envision, plan, develop, implement, evaluate and disseminate quality evidence-informed holistic education designed to:

- Support the advancement of holistic nursing knowledge,
- Contribute to the professional development of GAHN Scholars, and
- Provide resources/guidelines to academic institutions and others engaged in the development of holistic nursing education

Educational/Academic Issues include but are not limited to:

Curricular Guidelines

Interface with AACN and NLN

Support for faculty scholarship and development in holistic education

### **Composition:**

- Committee Chair
- GAHN Scholars
- One Board Liaison

### **PRACTICE COMMITTEE**

**Purpose:** Support clinical scholarship and development in holistic nursing practice by:

- Supporting the professional development of GAHN scholars,
- Developing nursing practice models that integrate the pedagogy, ontology, and praxis of holistic health and wellness,
- Developing sustainable, innovative holistic health and wellness programs that embody attributes of social justice,
- Advocating for the 5th role (APHN)

**Composition:**

- Committee Chair
- GAHN Scholars
- One Board Liaison

## **DISCOVERY COMMITTEE**

**Purpose:** Support inquiry as a path to the growth and discovery of nursing knowledge and the advancement of holistic nursing:

Promote all forms of inquiry

- Assist in the development of individual and organizational inquiry
- Mentor researchers
- Identify potential financial resources – grants, fellowships
- Develop and provide resources/guidelines to those engaged in inquiry

**Composition:**

- Committee Chair
- GAHN Scholars
- One Board Liaison

## **ADVOCACY COMMITTEE**

**Purpose:** The Advocacy Committee plans and implements programs and projects that reach into the community with intent of facilitating advancement of the work of the Practice, Education, and Discovery Committees.

- Initiates relations with agencies, organizations, and other communities that embrace the holistic paradigm and support the values of GAHNs.

**Composition**

- Committee Chair

- GAHN Scholars
- One Board Liaison



### SECTION III. SELECTED READINGS

Albert, N., Pappas, S., Porter O'Grady, & Malloch, K. (2022). *Quantum Leadership* (6th Ed.). Boston, MA: Jones & Bartlett.

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Walter, R. (2017). Emancipatory nursing praxis: A theory of social justice in nursing. *Advances in Nursing Science*. Vol 40 (3): 2225-243.

Thomas, J. (2003) Changing career paths: From expert to novice. *Orthopedic Nursing*, 22(5): 332,-4. doi: 10.1097/00006416-200309000-00007.

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### SECTION IV: SELECTED ATTACHMENTS

#### BENNER'S STAGES OF CLINICAL COMPETENCE

In the acquisition and development of a skill, a nurse passes through five levels of proficiency: novice, advanced beginner, competent, proficient, and expert.

The Novice or beginner has no experience in the situations in which they are expected to perform. The Novice lacks confidence to demonstrate safe practice and requires continual verbal and physical cues. Practice is within a prolonged time period and he/she is unable to use discretionary judgement.

Advanced Beginners demonstrate marginally acceptable performance because the nurse has had prior experience in actual situations. He/she is efficient and skillful in parts of the practice area, requiring occasional supportive cues. May/may not be within a delayed time period. Knowledge is developing.

Competence is demonstrated by the nurse who has been on the job in the same or similar situations for two or three years. The nurse is able to demonstrate efficiency, is coordinated and has confidence in his/her actions. For the Competent nurse, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem. The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. Care is completed within a suitable time frame without supporting cues.

The Proficient nurse perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient nurses understand a situation as a whole because they perceive its meaning in terms of long-term goals. The Proficient nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The Proficient nurse can now recognize when the expected normal picture does not materialize. This holistic understanding improves the Proficient nurse's decision making; it becomes less labored because the nurse now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones

The Expert nurse has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The Expert operates from a deep understanding of the total situation. His/her performance becomes fluid and flexible and highly proficient. Highly skilled analytic ability is necessary for those situations with which the nurse has had no previous experience.

Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.