

Empowered Holistic Nursing Education Conceptual Model for Breastfeeding/Chestfeeding Simulation

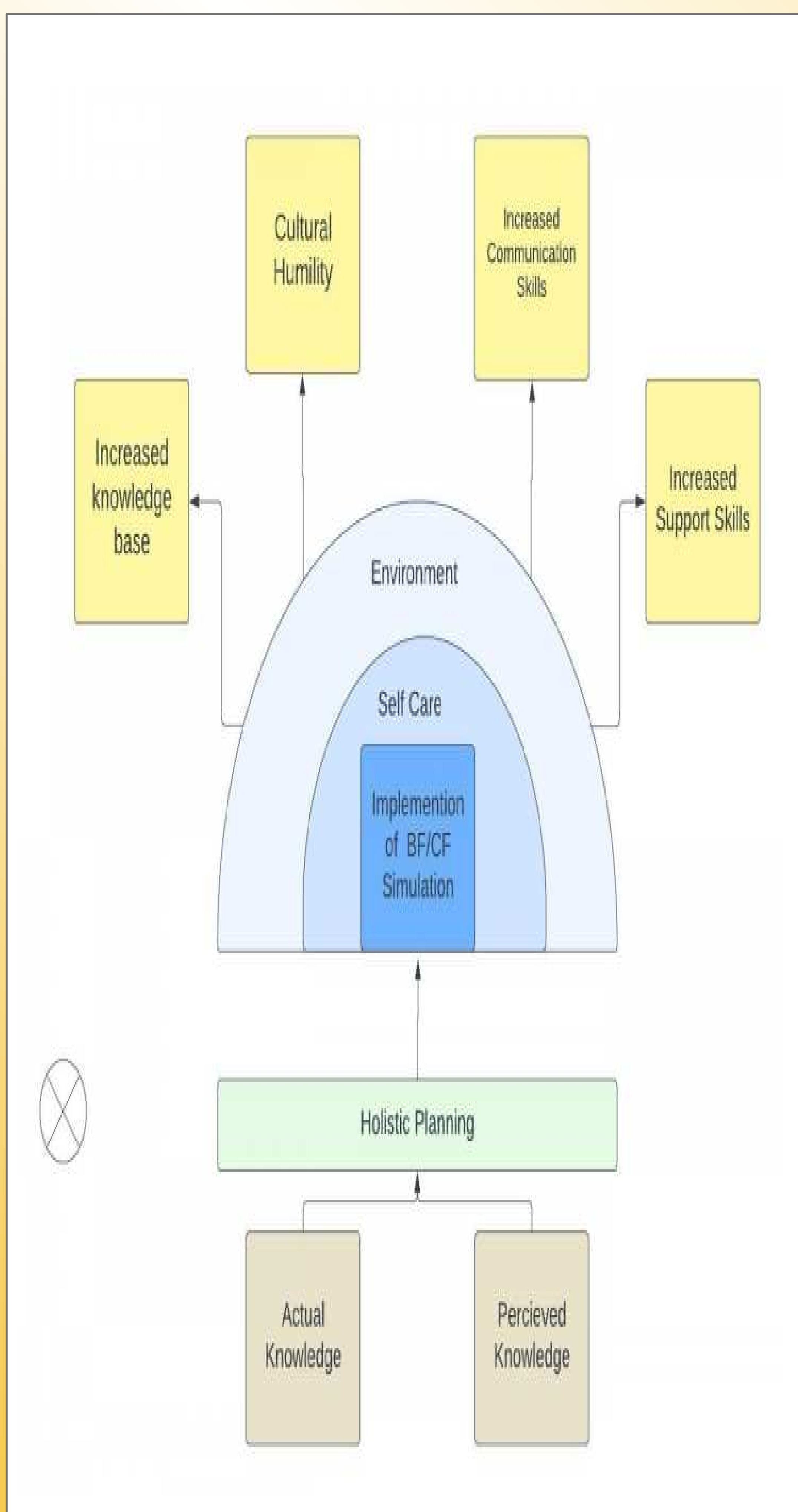
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Introduction

Pre-licensure nurses are the future of nursing and need education regarding the process, problem solving and providing evidence-based support for breastfeeding/chestfeeding (BF/CF). Empowered Holistic Nursing Education (EHNE) is a midrange theory, developed to help nurse educators teach holistically and create a student-centered classroom. EHNE assists with establishing a theoretical basis for a nursing pedagogy reflecting holistic nursing's principles, and to guide future research. A conceptual model informed by EHNE will guide holistic (BF/CF) simulation education for the prelicensure nursing students and inform future research about the efficacy of EHNE in simulation education

Empowered Holistic Nursing Education

Imagine a tree. You have roots under the ground that give support to the tree. The ground is from where the tree emerges. As the tree emerges, it is surrounded by care and the environment, allowing it to produce leaves and fruit. These leave and fruit can provide shelter and nourishment for those related



Concepts

Holistic principles and practices are not usually brought into the classroom except to teach students how to approach patients holistically or how to integrate complementary and alternative modalities (CAM) (Love, 2014). Integrating holism in the classroom is crucial because educational practices are guided by the assumptions of the nurse educator, which can lead to classrooms being hostile, unjust, ethnocentric, and biased in content (Love, 2014).

The principles of the Standards of Holistic Nursing shares major concepts with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education, but also focuses on the concepts of nurse self-care, articulated nursing theory as a foundation for practice, managing the care environment to promote healing, and care of the environment as essential to professional practice. These standards do not alter the care being provided by the professional nurses adhering to nursing theory and current evidence, but they raise awareness and change emphasis of practice to reflect a holistic perspective. Used together, Standards and Essentials provide complementary guidelines for curricula, preparing professional nurses to care for client and self, these guidelines support patient-centered care that can be applied to student centered classrooms (Frisch, 2003). Using the EHNE framework, the nurse educator is guided in creating a learning environment consistent with the principles of holistic nursing. Holistic nursing in education includes holistic principles not just as content but as an approach to teaching content and developing a holistic learning environment (Love, 2014).

Actual Knowledge/Perceived Knowledge (Tan)

Knowledge is defined by the Oxford Dictionary as facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. Actual knowledge is that knowledge that currently exists. Perceived knowledge refers to the level of understanding or awareness that an individual has about a particular subject or topic

Holistic Planning (Green)

Holistic planning incorporates the actual and perceived knowledge of the student and educator. By assessing what is known and unknown, a plan for the education module is formatted using a holistic approach. It incorporates experimental learning via the simulation, personalized based on the needs of those involved, educator guided and student guided, considers the community, social-emotional learning, strengthens interpersonal and interpersonal relationships, culturally sensitive, interdisciplinary, focused on formative assessments, strength based, revertant of the world, includes simulation based learning, practiced in a safe environment and is evidence based (Albaqawi et al., 2023, Kalb & O'Conner-Von, 2019, Frisch, 2003b).

Implementation (Dark Blue)

The process of putting a decision or plan into effect, execution. Implementation of the BF/CF simulation can commence post knowledge assessment, the holistic planning is completed, and the simulation can ensue. This implementation includes the educator, students, other interdisciplinary personnel and support staff.

Self-care (Medium Blue)

Self-care is defined as the ability to care for oneself through awareness, self-control, and self-reliance to achieve, maintain, or promote optimal health, well-being and knowledge acquisition (Martínez et al., 2021). An important aspect to recognize is that the person's self-care practices are to be openly shared within the group and practiced, given the context of the learning environment. In doing this practice, persons involved will gain lived experiences with self-care that may translate into patient care and their professional and personal lives (Love, 2014).

Environment (Light Blue)

Environment is defined as the location where the simulation is implemented. For EHNE to be implemented, multiple factors should be addressed. The temperature, lighting, time of day, access, ambient noise, restrooms, drinking water access, seating availability for participants, comfort of seating, storage for belongings, and a separate area to be utilized for breaks and or decompression need to be evaluated. The object is to evaluate the environment and make it as holistically centered as possible for most learners.

Outcomes (Yellow)

The outcomes of an increase in knowledge base, increased cultural humility, increased communication skills, and increase in support skills are the desired results from the simulation. Outcomes are described as the measurable skills, abilities, knowledge or values that students/ educators should be able to demonstrate as a result of completing a course.

Future Direction

WHO/UNICEF, the US Surgeon General, along with other prominent healthcare professionals, have stated the need for increased BF/CF for the betterment of the health status globally. The people BF/CF have stated the lack of support from healthcare professionals as a reason for the cessation of BF/CF. Healthcare professionals state that they do not feel adequately prepared from their education to support the BF/CF person. Nursing, as a profession, needs to do better in educating the largest section of the healthcare workforce in BF/CF. Initiating an EHNE inspired BF/CF simulation may be the answer to the healthcare professionals' concerns, the BF/CF people lack support from healthcare professionals and better global health.

Literature cited

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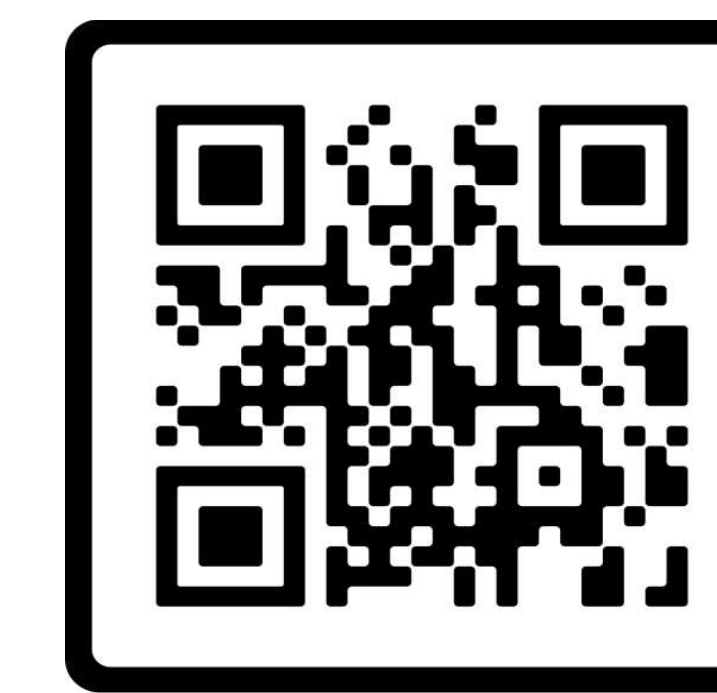
Dr. Julia Sneten: PhD Program Director UWM School of Nursing

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Tobias Simpson: Loving Husband, for encouragement and support (physical, mental, emotional, spiritual)

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