

### **Accompanying information for poster by Valerie E. Simpson**

EHNE is a middle range theory that can address the curricular education needs of health professionals, including nursing students, and educators regarding BF/CF education and support for families. EHNE is a pedagogy for a student-centered classroom developed by Dr. Katie Love, from 2008-2014 (Love, 2014). The midrange theory of EHNE allows nurse educators to define and guide nursing pedagogy and to focus research on measurable outcomes, allowing for rigorous, systematic research.

The roots of holistic nursing emerged from the vision of Florence Nightingale. In her book, *Notes on Nursing*, first published in 1860, Nightingale described the work of nursing as putting patients in the best condition for nature to act upon them, emphasizing touch and kindness along with the healing properties of the physical environment, including fresh air, sunlight, warmth, quiet, and cleanliness. Nightingale viewed people as multidimensional beings inseparable from their environment (Nightingale, 2013). EHNE is a middle range theory that approaches nursing education from a holistic perspective. Students are mind-body-spirit beings who deserve to experience a holistic learning environment, including empowered learning that the students create their own knowledge, take responsibility for their education, expect to be treated as whole beings, and gain awareness of socially constructed circumstances that prevent empowerment, growth, and healing (Love, 2014).

Holistic nursing focuses on disease prevention, health promotion, therapeutic presence, and interconnectedness and progression of the nursing profession (Frisch, 2003). EHNE synthesizes the existing holism literature and expands the concept to include empowerment and emancipatory pedagogies. Emancipatory pedagogy requires a learning environment that acknowledges the importance of deeply contextualized meaning, of co-creating knowledge, and of developing ways of knowing through reflection on cultural/socio historical contexts (Chinn & Kramer, 2004).

EHNE incorporates the multidisciplinary theories of critical pedagogy, emancipatory education, and holism to form a unique midrange theory that is specific to nursing and will allow for future application and testing (Love, 2014). 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).