

Standards of Nutrition Care Practice and Professional Performance for Nutrition Support and Generalist Nurses

Nutrition in Clinical Practice
 Volume 31 Number 4
 August 2016 527–547
 © 2016 American Society
 for Parenteral and Enteral Nutrition
 DOI: 10.1177/0884533616653835
 ncp.sagepub.com
 hosted at
 online.sagepub.com



Rose Ann DiMaria-Ghalili, RN, PhD, CNSC, FASPEN, Chair¹;
 Karen Gilbert, RN, MSN, CNSC, CRNP²; Linda Lord, NP, CNSC³;
 Toni Neal, RN, CRNI, CNSC, VA-BC⁴; Denise Richardson, RN, CNSC⁵; Renay Tyler, ARNP,
 DNP⁶; and Peggi Guenter, PhD, RN, FAAN⁷; for the ASPEN Nurses Standards Revision Task
 Force, American Society for Parenteral and Enteral Nutrition

Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities, and populations.¹ **Nutrition support nursing (NSN)** is a professional nursing specialty that focuses on the protection, promotion, and optimization of nutritional health and functional abilities, prevention of nutrition-related illness and injury, alleviation of suffering through the diagnosis and treatment of nutrition-related human response, and advocacy in the care of individuals, families, communities, and populations with known or potential nutrition alterations. The historical development of the specialty of NSN focuses on 3 periods. The prespecialty period (1854–1960) highlights the development of the nutrition domain of nursing practice and role differentiation between the registered nurse and registered dietitian. The specialty period (1960–2000) highlights the birth of NSN as a specialty. The expansion period (2000–2015) highlights the contributions of NSN to expanding the science and practice of nutrition care to the discipline of nursing (including general and specialty nursing practice) and beyond. Key events are highlighted in the chronology in Table 1.^{2–15} The American Society for Parenteral and Enteral Nutrition (ASPEN) has served as the professional home for NSN since 1976. ASPEN is a scientific society whose members are healthcare professionals—physicians, dietitians, nurses, pharmacists, other allied health professionals, and researchers—whose mission is to improve patient care by advancing the science and practice of clinical nutrition and metabolism. ASPEN envisions an environment in which every patient receives safe, efficacious, and high-quality nutrition care.

NSN works collaboratively with other disciplines in a variety of settings along the continuum of care and across all developmental stages. **Nutrition support (NS) nurses** advocate resolving ethical issues of patients, colleagues, or systems involving nutrition support as defined by the Code of Ethics for Nurses With Interpretive Statements.¹⁶ The practice of NSN varies with the individual nurse's educational background, position, and practice environment. Due to the variation of NSN roles, clinical practice may not apply to all nurses as some may not practice in a patient care environment. The

scope of practice includes but is not limited to direct patient care; consultation with other healthcare professionals; education of patients/caregivers, students, colleagues, and the public; participation in research activities and performance improvement; and administrative functions. Traditional roles for NSN include working as a member of an interdisciplinary nutrition support service or team. However, emerging NSN roles for the 21st century focus on 3 major areas: clinical practice, academia/research, and entrepreneur/industry, along with specialty emphasis in geriatrics, obesity, surgical specialties, wound ostomy care, pediatric or neonatal care, solid organ transplantation, and infection control.⁴ NS nurses have been leaders in providing interprofessional nutrition support education, long before the development of interprofessional education standards.¹⁷ Since NS nurses work collaboratively with other disciplines across the continuum of care, they play a pivotal role in providing formal and informal education to the interdisciplinary healthcare team.

NS nurses interested in demonstrating a commitment to advancing one's knowledge and skillset can opt to obtain certification as a certified nutrition support clinician (CNSC).¹⁰ The certified nutrition support nurse (CNSN) credential was retired in 2012 as the National Board of Nutrition Support Certification ruled that due to the interdisciplinary

From ¹Drexel University, Philadelphia, Pennsylvania, USA; ²Thomas Jefferson University Hospital, Philadelphia, Pennsylvania, USA; ³University of Rochester Medical Center, Rochester, New York, USA; ⁴Cleveland Clinic Home Infusion Pharmacy, Cleveland, Ohio, USA; ⁵Nutrishare, Elk Grove, California, USA; ⁶University of Maryland Medical Center, Baltimore, Maryland, USA; and ⁷ASPEN, Silver Spring, Maryland, USA.

This document has been approved by the ASPEN Board of Directors.

Financial disclosure: None declared.

Conflicts of interest: None declared.

This article originally appeared online on June 13, 2016.

Corresponding Author:

Peggi Guenter, PhD, RN, FAAN, ASPEN, 8630 Fenton St, Suite 412,
 Silver Spring, MD 20910, USA.
 Email: peggig@nutritioncare.org

Table 1. Chronology of Nutrition Support Nursing, 1854–2016.

Prespecialty Period (1854–1960)	
1854	Florence Nightingale establishes diet kitchens staffed by nurses. ²
1859	Florence Nightingale's <i>Notes on Nursing</i> includes 2 chapters on nutrition, "Taking Food" and "What Food?" Nutrition care is identified as an essential component of nursing. ³
1901	Adelaide Nutting at Hopkins called for separate programs in nursing and dietetics. ²
1949	National League for Nursing introduced an achievement test in diet therapy and applied nutrition. ²
1950–1970	Role differentiation between nurses and dietitians. ²
Specialty Period (1960–2000)	
1960s	Origins of parenteral nutrition (PN, then called hyperalimentation), which is intravenous nutrients (glucose, crystalline amino acids, and fat emulsions). Dr Stanley Dudrick and Dr Jonathan Rhoads provided PN to the first patient at the Hospital of the University of Pennsylvania (HUP). ⁴ JoAnn Nallinger Grant was first nutrition support nurse and was hired as a research nurse to oversee nursing care of patients receiving PN at HUP. ⁴
1970s	Nutrition support teams were formed in hospitals throughout the United States. Nurses on the teams developed standards of nursing care, policies, and procedures and focused on quality improvement. ⁴ Nurse experts published early papers and book chapters on PN. ⁴
1976	The multidisciplinary specialty society, American Society for Parenteral and Enteral Nutrition (ASPEN), was formed in 1976. ⁵
1982	National Council of State Boards of Nursing Licensure Examination (NCLEX) implemented. ⁶
1984	ASPEN's nurse committee became a member of the Nursing Organization Liaison Forum in order to identify the need for recognition as a nursing specialty. ⁴
1985–1988	ASPEN nurses published nutrition support nursing specialty standards, developed a core curriculum, and certification examination administered by the National Board of Nutrition Support Certification. Certified nutrition support nurses held the credential CNSN (certified nutrition support nurse). ⁴ Required hours of specific nutrition coursework in nursing curriculum shifted to an integrated approach. ⁷
1986	History of nutrition support nursing published. ²
1987	Stotts surveyed U.S. nursing school faculty and course directors to identify nutrition content taught in Bachelor of Science and Master's programs. ⁷
1990s	Some hospitals disbanded nutrition support teams due to healthcare reforms. Fewer nutrition support nurses practiced solely as part of a nutrition support team.
1994	Computerized adaptive testing for NCLEX-RN examination introduced. ⁶
1995	ASPEN worked with the Joint Commission on Accreditation of Healthcare Organizations to develop nutrition screen as standard. ⁸
Expansion Period (2000–2015)	
2002	ASPEN shifts to an integrated interdisciplinary core curriculum for nutrition support.
2008	ASPEN's Nutrition Support Nurses Section joins the Nursing Alliance, a coalition of nursing specialty organizations. Nutrition as a focal area of advanced practice included in core competencies. ⁴
2003	<i>Practical Aspects of Nutrition Support: An Advanced Practice Guide</i> published to provide advanced practice nurses with information about clinical nutrition and nutrition support. ⁹
2008	The National Board of Nutrition Support Certification shifted toward one interdisciplinary certification examination. Nutrition support nurses now held the credential as CNSC (certified nutrition support clinician). ¹⁰
2010–present	Nutrition support nurses continue to lead ASPEN Public Policy efforts, PN Appropriateness Task Force, New Opportunities for Verification of Enteral tube Location (NOVEL) Project, ¹¹ development of nutrition procedures through the Mosby Skills partnership, petitioning The Joint Commission to make addressing malnutrition a national patient safety goal.
2014	ASPEN survey revealed 83% of nutrition screening is completed by nurses. ¹²
2014	ASPEN nurse involved in enteral connector standard redesign to improve patient safety. ¹³
2014	Representation at National Institutes of Health working group meeting on "Future Direction for Implementing Nutrition Across the Continuum of Medical Education, Training, and Research" to recommend strategies for implementing nutrition education, research, and training across the continuum of the medical and healthcare professions. ¹⁴
2015	2016–2019 NCLEX-RN test plan published. Nutrition topics continue to be tested under physiological integrity related to nutrition and oral hydration as well as PN. ¹⁵

aspects of nutrition support science and practice, one certification would be offered.¹⁰ NS nurses may hold a certification in related nursing specialties such as wound care, infusion therapy, vascular access, and home care, and they can also

hold nutrition-related certifications such as diabetes education or lipid management.

Although experts have called for more nutrition training in the health professions,^{14,18} the actual number of nutrition

support nurses in the United States has decreased over time based on survey data of nurse members of ASPEN in the 1980s and repeated in 2002.⁴ Potential reasons for the decline in nurse members include decreased number of nurses working due to retirement and other reasons, the attrition of nutrition support teams, and the expanding roles of nutrition support nurses to include wound care, vascular access, and infusion nursing.⁴ Recent data derived from the ASPEN membership database demonstrate that the number of nurse members has remained relatively stable over the past decade. Of those nurses, 28% are nurse practitioners (NPs) and 38% are Master's prepared. The number of doctorally prepared nurses has tripled from 2002.⁴ Nine percent of the nurse members are international nurses, with several each from Canada, Belgium, Colombia, and Brazil. As far as certification, 28% are certified, either in nutrition support or in other areas such as critical care or infusion nursing.

There was a large variety of job titles reported by the nurses, including clinical educators, nurse practitioners, nutrition support clinicians, managers, and university professors. Specialty areas as reported include Nutrition Support/Clinical Nutrition (30%), Other (30%), Adult and Pediatric GI (16%), Surgery/Critical Care/Trauma (9%), Infusion Therapy (5%), and Pediatrics/Cardiology/Geriatrics/Internal Medicine/Weight Management (6%). Employment settings included 48% in hospital settings, 24% other, 12% in home care, 8% in a university setting, and 8% in industry.

Standards

ASPEN defines a standard as a "benchmark representing a range of performance of competent care that should be provided to assure safe and efficacious nutrition care."¹⁹ It outlines in detail professional responsibilities as they relate to patient assessment, education, care plan development, implementation, clinical monitoring, evaluation, and professional issues. ASPEN publishes discipline-based standards (eg, physician, dietitian, nurse, or pharmacist) and practice-based standards (eg, adult hospitalized patients, pediatric hospitalized patients, home care, and long-term care).

ASPEN has published NSN standards for over 30 years. However, due to the recent national call to action to revisit the crucial role that health professionals, including nurses, play in promoting nutritional health and well-being across the life span^{14,18} and the incorporation of malnutrition as a national goal,²⁰ the NSN Standards of Practice Taskforce advocated for the introduction of differentiated levels of nutrition-related nursing practice. The 2016 standards are adapted from the framework presented in the American Nurses Association's *Nursing: Scope of Standards of Practice, 2nd Edition*.²¹ The audience for the standards includes the generalist registered nurse (RN), the advanced practice registered nurse (APRN), and the NS nurse specialist who is either an RN or an APRN.

Nutrition is an important concept of nursing practice. Nutrition is found in 1 of 13 domains of practice and is defined as "the activities of taking in, assimilating, and using nutrients for the purposes of tissue maintenance, tissue repair, and the production of energy."²¹ The RN and APRN practice across the continuum of care and are responsible for incorporating the nutrition domain into nursing practice. While the ANA's Standards of Professional Nursing Practice provide the "authoritative statements of the duties all registered nurses are expected to perform competently,"²² this document demonstrates, where applicable, the context of the "nutrition domain" for the RN or APRN who is not an NS nurse specialist. The NS nurse is either an RN or APRN who is competent and practices in the specialty of nutrition support. This nurse specialist incorporates this body of knowledge into clinical practice regardless of setting and synthesizes the multidimensional aspects of nutrition and the varied individual responses to nutrition as influenced by age, sex, culture, or socioeconomic status.

ASPEN has developed these standards as general guidelines for the NS nurse specialist (RN and APRN) and the generalist nurse (RN and APRN). These standards represent an update of a similar 2007 set of standards from ASPEN.²³ The application of these standards and competencies in any individual case should be determined by the individual's position, education, practice environment, and the best judgment of the nutrition support nurse. Competencies are presented for each standard in Tables 2 and 3. While the list of competencies is not exhaustive, the competencies provide evidence of suggested compliance with the corresponding standard.²²

The Standards of Practice represent a range of competencies that should be provided by any RN, APRN, or NS nurse (within or outside the context of a formal nutrition support service or team). The application of standards in any individual case should be determined by the best judgment of the nurse.

The standards are presented in the most generic terms possible. The details of patient care are left to the discretion of the individual RN, APRN, NS nurse, healthcare professionals, nutrition support services or teams, or institution. The standards aim to ensure sound and effective nutrition care for patients in all healthcare settings in need of nutrition support therapy.

These standards of practice for nurses do not constitute medical or other professional advice and should not be taken as such. The information presented in these standards is not a substitute for the exercise of judgment by the healthcare professional, which takes precedence over these standards. These standards have been developed by the ASPEN Nurses Standards Revision Task Force, reviewed by the ASPEN Clinical Practice Committee and nutrition support nurse content experts, and approved by the ASPEN Board of Directors. These standards shall be used in conjunction with the previously published ASPEN Clinical Guidelines, Standards, Position Papers, and other Board-approved documents, which

Table 2. Standards of Practice.²²

Standard 1. Assessment

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Participates in assessment activities related to nutrition care	X	X	X	X
Identifies patients who are nutritionally at risk across the life span	X	X	X	X
Collects height and weight data	X	X	X	X
Assesses the patient's weight history (gain or loss)	X	X	X	X
Assesses the patient's ability to eat (including physical, functional, and cognitive limitations)	X	X	X	X
Assesses for food and medication interactions	X	X	X	X
Assesses for hydration status	X	X	X	X
Uses appropriate evidence-based assessment techniques, instruments, and tools for nutrition screening and nutrition assessment	X	X	X	X
Elicits the patient's values, preferences, expressed needs, and knowledge of initiation of parenteral nutrition and/or tube feeding	X	X	X	X
Synthesizes available data, information, and knowledge relevant to the dietary intake, parenteral nutrition, or tube feeding to identify patterns and variances	X	X	X	X
Documents relevant nutrition data in a retrievable format to the healthcare team	X	X	X	X
Prioritizes nutrition data collected based on the patient's immediate condition or the anticipated needs of the healthcare consumer or situation	X	X	X	X
Applies ethical, legal, and privacy guidelines and policies to the collection, maintenance, use, and dissemination of nutrition data and information	X	X	X	X
Recognizes the patient as the authority on her or his own health by honoring her or his preferences related to initiating nutrition support therapy	X	X	X	X
Assesses presence of, insertion site, and functionality of enteral or parenteral access devices in collaboration with the healthcare team	X	X	X	X
Collaborates with the interdisciplinary healthcare team to develop criteria to identify nutritionally-at-risk patients			X	X
Develops operational mechanisms in his or her workplace for initial nutrition screening and the processes by which nutritionally-at-risk patients are referred to the next level of nutrition care			X	X
Participates in the interdisciplinary nutrition assessment of patients who are identified as nutritionally-at-risk through the screening process			X	X
Assesses and documents in a systematic and ongoing process pertinent subjective and objective data using appropriate evidence-based nutrition assessment techniques, instruments, and tools, including medical, nutrition, and medication histories; physical examination, anthropometric measurements; and laboratory data			X	X
Incorporates comprehensive nursing data into the nutrition assessment, including but not limited to physical, functional, psychosocial, emotional, cognitive, cultural, age-related, environmental (including community resources), spiritual/transpersonal, sexual, and economic assessments			X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Synthesizes available data, information, and knowledge relevant to the nutrition care situation for specific clinical conditions, disease states, or developmental stages from the patient, caregiver, healthcare professionals, and the medical record during data collection			X	X
Analyzes data to determine the nutrition status as well as energy, nutrient, and fluid requirements of the patient relevant to the impact of the clinical situation on nutrient requirements			X	X
Analyzes data independently or collaborates with the interdisciplinary healthcare team to determine the appropriateness of the nutrition support therapy with respect to the administration route, the patient's status, and the environment of care			X	X
Assesses the ability of the patient/caregiver and identifies barriers (eg, educational needs, communication, psychomotor skills, cognitive ability, psychosocial, literacy, financial, cultural, environmental, community resources) to safely and effectively self-manage nutrition therapies and make appropriate adaptations			X	X
Recognizes the impact of personal attitudes, values, and beliefs on self-care management of nutrition therapies			X	X
Assesses family dynamics and impact on the patient's self-care management of nutrition therapies			X	X
Elicits the patient's values, preferences, expressed needs, and knowledge of the healthcare situation when implementing nutrition therapies			X	X
Involves the patient, family, and other healthcare providers as appropriate in holistic nutrition data collection			X	X
Collaborates with the healthcare professional and patient regarding the selection and insertion of an appropriate enteral or vascular access device for the patient's specific needs			X	X
Initiates and interprets diagnostic tests and procedures relevant to the patient's current nutrition status		X	X	X
Assesses the effect of interactions among individuals, family, community, and social systems on the nutrition plan of care		X	X	X
Assesses for therapy-related complications		X	X	X

Standard 2. Diagnosis

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Derives nutrition-related nursing diagnoses or issues from assessment data	X	X	X	X
Validates the nutrition-related nursing diagnoses or issues with the patient, family, and other healthcare providers when possible and appropriate	X	X	X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Identifies actual or potential risks to the healthcare consumer's nutrition status and safety or barriers to nutrition status, which may include but are not limited to interpersonal, systematic, or environmental risks	X	X	X	X
Uses standardized classification systems and clinical decision support tools, when available, in identifying diagnoses, including nutrition-related diagnoses	X	X	X	X
Documents diagnoses or issues in a manner that facilitates the determination of the expected nutrition-related outcomes and plan	X	X	X	X
Uses complex nutrition-related data and information obtained during the interview, nutrition examination, and physical examination in identifying nutrition-related diagnoses			X	X
Systematically compares and contrasts nutrition-related clinical findings with normal and abnormal variations and developmental events in formulating nutrition-related differential diagnoses		X		X
APRN, through documentation, should compare and contrast these nursing nutrition diagnoses with medical diagnoses to ensure capture of all current and preexisting conditions		X		X

Standard 3. Outcomes Identification

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Involves the patient, family, healthcare providers, and others in formulating nutrition support-related expected outcomes when possible and appropriate	X	X	X	X
Derives culturally appropriate expected outcomes from the nutrition support-related diagnoses	X	X	X	X
Modifies expected outcomes according to changes in the nutrition status of the patient or evaluation of the situation	X	X	X	X
Documents expected outcomes as measurable nutrition goals that are meaningful and realistically time sensitive	X	X	X	X
Identifies gaps in nutrition care and facilitates a process improvement plan through data collection and role modeling for practice improvement	X	X	X	X
Considers associated risks, benefits, costs, current scientific evidence, expected trajectory of the condition, and clinical expertise when formulating expected nutrition support outcomes			X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Defines expected outcomes in terms of the patients, their culture, values, and ethical considerations			X	X
Develops expected outcomes that facilitate continuity of care in an interdisciplinary manner			X	X
Identifies expected outcomes that incorporate cost and clinical effectiveness, healthcare consumer satisfaction, and continuity and consistency among providers			X	X
Differentiates outcomes that require individual patient care process interventions from those that require system-level interventions			X	X
Identifies expected outcomes that incorporate scientific evidence and are achievable through implementation of evidence-based practices		X		X
Promotes positive outcomes and efficacy of therapies associated with nutrition support therapy, including medication optimization, symptom management, and device utilization		X		X

Standard 4. Planning

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Supports the medical and nutrition care plan for the patient's current clinical condition that is congruent with established organizational policies, procedures, and protocols	X	X	X	X
Identifies and reviews the goals and strategies of the nutrition care plan, which include: Diet therapy Nutrition support therapy formulation, mode of delivery (bolus, intermittent, continuous, cyclic), and administration rates Route of nutrition administration (oral, gastric, small bowel, intravenous) and the access device (feeding tube or catheter type) Monitoring parameters (weight, laboratory work, physical examination, formula tolerance) Patient/caregiver education and contributions Discharge planning and coordination of care to manage length of stay and prevent readmissions—successful care transition	X	X	X	X
Upholds the plan for ongoing nutrition access device care (placement, replacement, and maintenance as appropriate)	X	X	X	X
Recommends an appropriate nutrition support therapy formulation, mode of delivery, and administration rates (initiation, advancement, and discontinuation) that are compatible with the route of access			X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Recommends the preferred route of access for the administration of nutrition support therapy based on the patient's current clinical condition, objectives of therapy, environment of care, and potential home care needs. Incorporates a plan for ongoing access device care and replacement as needed			X	X
Collaborates directly with other healthcare professionals to develop a plan for appropriate nourishment and hydration while keeping the patient as comfortable as possible			X	X
Creates immediate and long-term goals of nutrition support therapy (weight goal, hydration status, normalization of laboratory values, improvement of gastrointestinal symptoms, achievement of patient/caregiver(s) knowledge base, duration of therapy, additional medical interventions and collaboration, for example)			X	X
Facilitates a plan for transition to a mode of feeding that could potentially be less invasive (eg, parenteral support to enteral support to oral diet)			X	X
Provides consultation to other healthcare professionals for interpretation of the patient's clinical condition, physical assessment, laboratory values, procedures, treatments, and therapies to promote an appropriate and safe nutrition care plan		X		X
Uses prescriptive authority, if able, as part of the nutrition care plan to expedite the nutrition care process (obtaining route of access and ordering formula initiation, advancement, transitioning and discontinuation, pharmacologic agents, weights, laboratory tests, diagnostic testing, procedures, treatments, and therapies)		X		X
Considers therapeutic and potential adverse effects of nutrition and pharmacologic therapies during the planning process		X		X
Plans for placement of nutrition access devices as credentialed		X		X

Standard 5. Implementation (Including Coordination of Care, Health Promotion and Health Teaching, Consultation, and Prescriptive Authority and Treatment)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Assesses the patient and caregiver's learning needs, ability, and willingness to perform care	X	X	X	X
Provides nutrition education, accommodating for different communication styles and cultural diversity of patients and families	X	X	X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Uses alternate educational strategies and advanced communication skills when barriers to learning about nutrition are identified	X	X	X	X
Provides nutrition information to promote a healthy lifestyle	X	X	X	X
Evaluates effectiveness of teaching of nutrition information, using teach-back or similar methodology	X	X	X	X
Administers parenteral and enteral nutrition in a safe, comfortable, and effective manner	X	X	X	X
Cares for the EN and PN access devices according to evidence-based and institutional guidelines	X	X	X	X
Uses evidence-based interventions designed to prevent, detect, and manage complications related to the feeding formulation, infusion rate, equipment and supplies, and/or access devices	X	X	X	X
Utilizes technology and electronic health systems in regards to nutrition implementation	X	X	X	X
Organizes and manages the components of the nutrition support plan in order to maximize independence and quality of life	X	X	X	X
Assists the nutrition support patient in identifying options for alternative care	X	X	X	X
Communicates with the nutrition support patient, family, and system during transitions in care	X	X	X	X
Documents the coordination of nutrition care	X	X	X	X
Participates in an interdisciplinary process for placement and management of enteral and vascular access devices using available technologies to maximize outcomes			X	X
Collaborates with the healthcare team and patient regarding the selection and insertion of the appropriate enteral or vascular access device for the patient's specific needs			X	X
With specialized education and validated competency may place, exchange, or remove enteral or vascular access devices following formal established protocols and procedures as delineated by clinical privileges and professional licensure laws			X	X
Collaborates to develop and implement organizational policies and procedures for the management of enteral and vascular access devices			X	X
Recommends equipment and supplies based on the route of nutrient administration, the type of feeding access device, the desired infusion rate, the clinical situation, safety, and cost-effectiveness, considering the individual needs of the patient and family or caregiver			X	X
Coordinates the patient/caregiver education program related to nutrition support, partnering with the patient to promote a high level of participation			X	X
Develops or approves patient/caregiver educational materials related to the administration and management of nutrition support therapy			X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Integrates traditional and complementary therapies as appropriate			X	X
Refers to appropriate community resources and systems			X	X
Communicates consultation recommendations to all appropriate stakeholders			X	X
Prescribes feeding formulations and diagnostic tests, adjusts regimens based on response to therapy, changing clinical conditions and nutrition parameters as delineated by clinical privileges and professional licensure laws		X		X
Provides leadership in the coordination of interprofessional nutrition care for integrated delivery of nutrition support patient care services		X		X
Synthesizes data and information to prescribe necessary nutrition support measures, including modifications of surroundings		X		X
Standard 6. Evaluation				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Monitors and appraises the therapeutic, physiologic, and psychosocial effects of nutrition interventions, keeping in mind the patient's quality of life expectations	X	X	X	X
Collaborates with the healthcare team and patient in the evaluation of nutrition-related plan of care	X	X	X	
Uses ongoing assessment data (see Standard 1), including patient/caregiver interview, physical assessment, medical record, and laboratory and diagnostic parameters to revise the nutrition-related plan of care as needed	X	X	X	X
Documents the results of the nutrition-related evaluation	X	X	X	X
Monitors clinical, physiological, and psychosocial data in order to appraise adequacy and effectiveness of nutrition interventions, including individual patient goals and outcomes (see Standard 1). Specific data to monitor and include in evaluation include adequacy of fluid and nutrient intake and administration, hydration status, weight changes or growth rates, functional performance status, tolerance to nutrition therapy, laboratory parameters, alterations in organ function, access device problems, complications related to nutrition therapy, and nutrient-nutrient or drug-nutrient interactions.			X	X
Documents in the care plan the risk/benefit and cost-effectiveness analysis of the treatment process			X	X
Recommends termination of nutrition support therapy when patient demonstrates ability and willingness to adequately tolerate and absorb an oral diet or when it is determined that nutrition support therapy is no longer consistent with patient goals and needs			X	X

(continued)

Table 2. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Evaluates the accuracy of the nutrition-related diagnosis and the effectiveness of the nutrition intervention and other variables in relation to the patient's expected outcomes		X		X
Adapts the nutrition plan of care for the trajectory of treatment according to evaluation of response to nutrition interventions		X		X

Adapted with permission from American Nurses Association. *Nursing: Scope and Standards of Practice*. 2nd ed. Silver Spring, MD: American Nurses Association; 2010.

APRN, advanced practice registered nurse; EN, enteral nutrition; PN, parenteral nutrition.

Table 3. Standards of Professional Performance.²²

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Delivers care in a manner that preserves and protects nutrition support patient's autonomy, dignity, rights, values, and beliefs	X	X	X	X
Recognizes the centrality of the nutrition support patient and family as core members of any healthcare team	X	X	X	X
Upholds nutrition support patient confidentiality within legal and regulatory parameters	X	X	X	X
Assists nutrition support patients in self-determination and informed decision making	X	X	X	X
Maintains a therapeutic and professional nutrition support patient-nurse relationship within appropriate professional role boundaries	X	X	X	X
Contributes to resolving ethical issues involving nutrition support patients, colleagues, community groups, systems, and other stakeholders	X	X	X	X
Takes appropriate action regarding instances of illegal, unethical, or inappropriate behavior that can endanger or jeopardize the best interest of the nutrition support patient or situation	X	X	X	X
Speaks up when appropriate to question nutrition practice when necessary for safety and quality improvement	X	X	X	X
Advocates for equitable nutrition support patient care	X	X	X	X
Recognizes potential and actual conflicts of interest and withdraws from participation in decisions or activities that may be influenced by conflicts of interest	X	X	X	X
Uses the ASPEN 2010 Ethics Position Paper to guide nutrition support practice			X	X
Provides advocacy for ethical decision making and implementation discussions with the interdisciplinary healthcare team regarding nutrition decisions in collaboration with palliative care or hospice care			X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Provides information on the risks, benefits, and outcomes of specific nutrition support therapy to allow informed decision making by the nutrition support patient, including informed consent and informed refusal			X	X
Participates in interprofessional teams that address ethical risks, benefits, and outcomes		X		X
Orders palliative care consults		X		X
Leads the multidisciplinary healthcare team in discussion of an ethically appropriate plan of care and through communication facilitations and implementation of this plan		X		X
Standard 8. Education				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Participates in ongoing nutrition-related educational activities related to appropriate knowledge bases and professional issues	X	X	X	X
Seeks experiences that reflect current nutrition-related practice to maintain knowledge, skills, abilities, and judgment in clinical practice or role performance	X	X	X	X
Identifies nutrition-related learning needs based on nursing knowledge, the various roles the nurse may assume, and the changing needs of the population	X	X	X	X
Shares nutrition-related educational findings, experiences, and ideas with peers	X	X	X	X
Maintains professional records that provide evidence of competence and lifelong learning	X	X	X	X
Demonstrates a commitment to lifelong learning, including nutrition-related educational activities, through self-reflection and inquiry to identify learning needs	X	X	X	X
Attains knowledge and competence that reflect current nutrition support nursing practice			X	X
Participates in ongoing educational activities related to appropriate knowledge about nutrition therapy			X	X
Advocates and facilitates for the inclusion of nutrition-related educational content at local, state, and national levels			X	X
Participates in specialty training, which may include CEs related to clinical nutrition care			X	X
Completes educational programs that include nutrition support therapy			X	X
Participates in formal or informal consultations to nutrition-related issues in nursing practice as an application of education and knowledge base. For example, active participation (eg, leader, committee member) in 1 or more professional organizations devoted to the promotion of safe and effective nutrition support therapy			X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Maintains certification in the area of clinical nutrition or other related nursing specialties with nutrition emphasis, including but not limited to certified nutrition support clinician (CNSC), certified diabetes educator (CDE), or other nutrition support–related certification programs			X	X
Integrates current nutrition research findings and other evidence to expand clinical knowledge, enhance the role of an NSN, and increase knowledge of professional issues			X	X
Delivers intradisciplinary and interdisciplinary nutrition support–related education through formal and informal programs, including student learning experiences in the classroom and/or clinical settings			X	X
For those advanced practice nurses who are actively prescribing, participate in educational programs on nutrition-related prescribing practice (eg, ordering parenteral nutrition) and drug nutrient interactions		X		X
Seek advance practice-level experiences and skills that reflect safe and effective nutrition support practices and procedures, in accordance with institutional privileges		X		X

Standard 9. Evidence-Based Practice and Research

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Utilizes current evidence-based nutrition knowledge, including research findings, to guide the nutrition-related nursing practice	X	X	X	X
Incorporates evidence when initiating changes in nutrition-related nursing practice	X	X	X	X
Participates, as appropriate to education level and position, in the formulation of evidence-based nutrition-related practice through research	X	X	X	X
Shares nutrition-related research findings with colleagues and peers	X	X	X	X
Utilizes the best available evidence, including research findings, and clinical practice guidelines, such as ASPEN documents library, to guide practice decisions and nutrition-related policies and procedures			X	X
Identifies nutrition-related clinical problems specific to nutrition support research			X	X
Participates in nutrition-related data collection and benchmarking	X	X	X	X
Conducts nutrition-related research			X	X
Analyzes and interprets nutrition-related research for application to practice			X	X
Develops nutrition-related policies, procedures, protocols, and standards of practice based on nutrition-related research findings			X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Disseminates nutrition-related research findings through activities such as presentations, publications, consultation, and journal clubs			X	X
Participates in local, regional, and national database activity to facilitate aggregate analyses of key nutrition support clinical and process outcomes			X	X
Leads research and contributes to nutrition-related nursing knowledge by conducting or synthesizing research and other evidence that discovers, examines, and evaluates current practice, knowledge, theories, criteria, and creative approaches to improve nutrition-related healthcare outcomes			X	X
Promotes a climate of nutrition research and clinical inquiry			X	X
Standard 10. Quality of Practice				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Promotes safe, effective, quality nutrition care	X	X	X	X
Identifies actual or potential risks to safety and collaborates with nutrition support clinicians in areas for performance and safety improvement	X	X	X	X
Collaborates with other healthcare professionals to promote the safe provision, distribution, and administration of food and nutrition support therapies	X	X	X	X
Promotes continuity of the optimal patient's nutrition care throughout the healthcare system	X	X	X	X
Provides leadership to promote safe, effective, high-quality nutrition care			X	X
Identifies actual or potential risks to safety and based on evidence implements change designed to promote/enhance safety/safe outcome			X	X
Identifies changes that enhance performance and safety improvement (this includes collaboration in designing, measuring, analyzing, and implementing safety improvement projects)			X	X
Evaluates appropriateness of interdisciplinary nutrition care			X	X
Promotes standardization of nutrition care practices through development of nutrition support and device-related evidence-based policies and procedures			X	X
Promotes quality of the complex patient's nutrition care throughout the healthcare transitions			X	X
Develops and implements quality improvement programs to evaluate practice based on internal and external benchmarking			X	X
Designs innovations to effect change in nutrition-related nursing practice and improve health outcomes		X	X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Uses the results of QI to initiate changes in nutrition therapy practice and the healthcare delivery system		X	X	X
Evaluates existing nutrition processes in accordance with national quality measures		X	X	X
Standard 11. Communication				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Assesses communication skills and preferences, needs of patients, caregivers, and colleagues	X	X	X	X
Seeks continuous improvement of communication and conflict resolution skills	X	X	X	X
Conveys information to the interdisciplinary team, patients, caregivers, colleagues, and others in communication formats that promote accuracy, consistency, and efficiency	X	X	X	X
Questions the rationale supporting care processes and decisions when they do not appear to be in the best interest of the patient	X	X	X	X
Discloses observations or concerns related to hazards and errors in care or the practice environment to the appropriate level	X	X	X	X
Maintains communication with other providers to minimize risks associated with transfers and transition in care delivery	X	X	X	X
Contributes her or his own professional perspective in discussions with the clinical team	X	X	X	X
Communicates coordinating information for nutrition care across the healthcare transition to patients, caregivers, and colleagues			X	X
Communicates through documentation in the healthcare record, which optimizes full assessment, diagnoses, and plan of care in order to optimize coding and regulatory compliance		X		X
Standard 12. Leadership				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Facilitates communication that is coordinated among the care team and with the patient and family	X	X	X	X
Oversees the nursing care given by others, retaining accountability for the quality of nutrition care given to the patient	X	X	X	X
Advocates for safe and effective interdisciplinary nutrition practices	X	X	X	X
Assumes accountability for the overall quality of care given to the nutrition support consumer throughout the continuum of care			X	X
Provides leadership to enhance the effectiveness of the interdisciplinary nutrition support program			X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Serves as an innovative resource leader to develop, design, coordinate, or manage the service, team, or committee that coordinates the provision of nutrition support therapy			X	X
Participates in the development, documentation, and periodic review of organizational policy, procedures, and protocols related to nutrition support therapy			X	X
Serves as content expert liaison between the nutrition support therapy program and the medical staff, home care organization, third-party payers, hospital administration, and others, as appropriate			X	X
Participates in the development and maintenance of an appropriate and cost-effective nutrition support formulary			X	X
Promotes communication of nutrition-related information and advancement of the nutrition support nursing specialty through writing, publishing, and/or presentations for professionals or lay audiences			X	X
Participates in professional organizations such as the ASPEN or other related nutrition-associated organizations			X	X
Participates in other related organizations appropriate to the NSN's specific area of interest such as the Nursing Alliance, the Society of Pediatric Nurses, or Infusion Nurses Society			X	X
Mentors colleagues for the advancement of nursing practice, the profession, and quality nutrition support			X	X
Identifies ways to advance nursing autonomy and accountability in the field of clinical nutrition			X	X
Participates in efforts to influence nutrition support public policy involving nutrition support consumers and the profession to improve nutrition-related patient care, health services, and practice			X	X
Influences decision-making bodies to improve the professional practice environment and nutrition support consumer outcomes		X		X
Provides direction to enhance the effectiveness of the interprofessional team		X	X	X
Promotes advanced practice nursing and role development by interpreting its role for nutrition support consumers, families, clinicians, and others		X		X
Models expert practice to interprofessional team members and nutrition support consumers		X		X
Mentors colleagues in the acquisition of nutrition support clinical knowledge, skills, abilities, and judgment		X	X	X

Standard 13. Collaboration

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Communicates with the patient and caregivers and other healthcare providers regarding the patient's care and the nurse's role in provision of care related to nutrition	X	X	X	X
Establishes collegial relationships with other healthcare professionals in order to effect change through sharing knowledge and skills related to the patient	X	X	X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Promotes engagement, conflict management, consensus, and team building among all healthcare providers and the patient to optimize nutrition care coordination and outcomes			X	X
Applies group process and negotiation techniques with patients and colleagues around nutrition care			X	X
Adheres to standards and applicable codes of conduct that govern behavior among peers and colleagues to create a work environment that promotes cooperation, respect, and trust			X	X
Build networks, as appropriate, with other professional organizations and governmental agencies to promote high-quality nutrition care. This may include advocating for legislation related to the provision of or reimbursement for optimal nutrition care			X	X
Documents collaborative nutrition care decisions involving communication with the healthcare consumer, family, and others			X	X
Partners with colleagues to improve nutrition-related patient outcomes through education, consultation, implementation of innovative technologies, and research			X	X
Establishes, sustains, and improves collaborative relationships with the goal of high-quality nutrition outcomes		X	X	X

Standard 14. Professional Practice Evaluation

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Engages in self-evaluation of nutrition practice on an ongoing basis, identifying areas of strength as well as areas that would benefit from professional growth	X	X	X	X
This includes providing age and developmentally appropriate nutrition care, in a culturally and ethnically sensitive manner, based on the patient's current clinical condition, the nutrition assessment, evidence-based literature, and desired outcomes	X	X	X	X
Obtains informal feedback regarding his or her own nutrition practice from healthcare consumers, peers, professional colleagues, and others	X	X	X	X
Participates in formal peer review of colleagues as appropriate and provides informal constructive feedback regarding their nutrition practice or role performance	X	X	X	X
Takes action to achieve any nutrition-related professional practice goals identified during the evaluation process	X	X	X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Provides the evidence for nutrition practice decisions and actions as part of the informal and formal evaluation processes	X	X	X	X
Interacts with peers and colleagues to enhance his or her own nutrition practice or role performance	X	X	X	X
Provides documentation of nutrition-related continuing nutrition education	X	X	X	X
Engages in a formal process seeking feedback regarding his or her own nutrition practice from healthcare consumers, peers, professional colleagues, and others			X	X
Engages in self-evaluation that reflects the application of knowledge of current nutrition-related practice standards and guidelines, relevant statutes, rules, and regulations as appropriate to the NSN's position, education, and practice environment			X	X
Provides documentation for ongoing professional nutrition support development, which can include but is not limited to membership in nutrition organizations, nutrition certifications, reviewing, sharing, and/or actively contributing to nutrition-related articles, presentations, or research			X	X
Engages in a formal process seeking feedback regarding his or her own nutrition practice from healthcare consumers, peers, professional colleagues, and others by participating in ongoing professional practice evaluation or focused professional practice evaluation		X		X
Provides documentation of ongoing maintenance, enhancement, and/or growth of the nutrition care delivered to patients as appropriate (such as number of patients, clinic visits, and procedures; clinical and economic outcome data)		X		X

Standard 15. Resource Utilization

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Assesses individual patient care needs and resources available to achieve desired nutrition outcomes	X	X	X	X
Identifies patient care needs, potential for harm, complexity of the task, and desired outcome when considering resource allocation for nutrition care	X	X	X	X
Delegates elements of nutrition care to appropriate healthcare workers in accordance with any applicable legal or policy parameters or principles	X	X	X	X
Identifies the evidence when evaluating resources for nutrition-related care	X	X	X	X
Advocates for nutrition-related resources, including technology, that enhance nursing practice	X	X	X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Modifies nutrition-related practice when necessary to promote positive interaction between patient, care providers, and technology	X	X	X	X
Assists the patient and family in identifying and securing appropriate nutrition-related services to address needs across the healthcare continuum	X	X	X	X
Assists the patient and family in factoring costs, risks, and benefits in decisions about nutrition-related treatment and care	X	X	X	X
Uses information related to efficacy, safety, availability, cost, and outcomes to plan, deliver, and evaluate nutrition support care			X	X
Participates in evaluation of new products and equipment used in the nutrition care (eg, infusion control devices, dressing materials, and feeding formulations)	X	X	X	X
Participates in the development of organizational policies and procedures designed to provide interdisciplinary and cost-effective nutrition care			X	X
Serves as a liaison to identify and secure available organizational and community resources to ensure an appropriate level of nutrition care is provided for patients			X	X
Utilizes organizational and community resources to formulate interprofessional plans of nutrition care		X		X
Formulates innovative solutions for nutrition-related patients care problems that utilize resources effectively and maintains quality		X		X
Designs nutrition-related evaluation strategies that demonstrate cost-effectiveness, cost-benefit, and efficiency factors associated with nursing practice		X		X
Standard 16. Environmental Health				
Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Attains knowledge of environmental health concepts, such as implementation of environmental health strategies	X	X	X	X
Promotes a nutrition-related practice environment that reduces environmental health risks for workers and patients	X	X	X	X
Assesses the nutrition care environment for factors such as sound, odor, microbes, toxins, needle sticks, and light that threaten health	X	X	X	X
Advocates for the judicious and appropriate use of safe and effective products in nutrition care (eg, new enteral connectors)	X	X	X	X
Communicates environmental health risks and exposure reduction strategies to nutrition care of patients, families, colleagues, and communities	X	X	X	X

(continued)

Table 3. (continued)

Competencies	General Nursing Practice		Nutrition Support Nursing Specialty Practice	
	Registered Nurse	Nurse Practitioner	Nutrition Support Nurse	Nutrition Support Nurse Practitioner
Utilizes scientific evidence to determine if a nutrition product or treatment is an environmental threat	X	X	X	X
Participates in nutrition care strategies to promote healthy communities	X	X	X	X
Creates partnerships that promote sustainable environmental health policies and conditions related to nutrition care			X	X
Analyzes the impact of social, political, and economic influences on the environment and human health exposures related to nutrition care (ASPEN Public Policy Agenda)			X	X
Critically evaluates the manner in which nutrition-related environmental health issues are presented by the popular media			X	X
Advocates for and supports nurses in implementation of environmental principles for nutrition care			X	X
Participates in nutrition product selection processes, keeping environmental principles in mind			X	X
Alters prescribing patterns based on environmental information on nutrition-related products, devices, medications, and procedures		X		X

Adapted with permission from American Nurses Association. *Nursing: Scope and Standards of Practice*. 2nd ed. Silver Spring, MD: American Nurses Association; 2010.

ASPEN, American Society for Parenteral and Enteral Nutrition; CE, continuing education; NSN, nutrition support nursing; QI, quality improvement.

can be accessed at the ASPEN Documents Library: http://www.nutritioncare.org/Clinical_Practice_Library/.

The standards are divided into 2 sections: Standards of Practice and Standards of Professional Performance, in congruence with the American Nurses Association's *Nursing: Scope and Standards of Practice, 2nd edition*.²²

Standards of Practice

The Standards of Practice include assessment, diagnosis, outcomes identification, planning, implementation (including coordination of care, health teaching and health promotion, consultation, and prescriptive authority), and evaluation.²² An introduction to these 6 standards is provided below, and the associated competencies are detailed in Table 2.

Assessment is the cornerstone of nursing practice. Nurses collect comprehensive data, including nutrition data, pertinent to the patient's health.²² A nursing diagnosis is a clinical judgment about individual, family, or community responses to actual or potential health problems/life processes. A nursing diagnosis provides the basis for selection of nursing interventions to achieve outcomes for which the nurse is accountable. The North American Nursing Diagnosis Association has developed nursing diagnoses, and many are nutrition related.²¹ While many professions have

their own set of diagnoses, nurses should practice at the top of their scope by using the nursing diagnoses. Nurses identify expected outcomes for a plan individualized to the patients and their family or caregiver requiring nutrition interventions (including dietary enhancements or restrictions, parenteral and/or enteral nutrition, and associated access devices) during an episode of care.²² Planning focuses on developing prescribed strategies and alternatives to attain expected outcomes.²² Nurses collaborate with other healthcare professionals, the patient, and caregiver(s) in the development of an individualized care plan that includes nutrition-related strategies and outcomes.²² The nutrition care plan is age, developmental, culturally, and ethnically appropriate.²² The optimal nutrition care plan utilizes resource-efficient and economic care to keep the patient comfortable and appropriately nourished and hydrated.²² The plan also keeps the patient, caregiver(s), and healthcare professionals knowledgeable about the nutrition process and ongoing goals. Implementation focuses on execution of the identified plan and includes coordination of care delivery, health teaching, and health promotion.²² Evaluation focuses on appraising the patient's progress toward attainment of outcomes.²² The nurse collaborates with members of the healthcare team, including the nutrition support team, the patient, and caregivers, to monitor and evaluate the patient's clinical condition, including the effectiveness and appropriateness of nutrition

therapy as well as access devices, and progress toward attainment of expected outcomes.

Standards of Professional Performance

The Standards of Professional Performance include ethics, education, evidence-based practice and research, quality of practice, communication, leadership, collaboration, professional practice evaluation, resource utilization, and environmental health. An introduction to these 10 standards is provided below, and the associated competencies are detailed in Table 3. Nurses at all levels are expected to practice ethically,²² in accordance with the Code of Ethics for Nurses With Interpretive Statements.¹⁶ Ethical principles are very important when initiating or commencing parenteral or enteral nutrition support. In addition to the Code of Ethics for Nurses,¹⁶ ASPEN's Ethics Position Paper²⁴ should also be used to guide practice related to specialized nutrition support. Education refers to the nurse's attainment of knowledge and competence that reflects current nursing practice.²² For all nurses, current nutrition therapies and the nurse's role in nutrition screening and assessment can be incorporated into the requisite knowledge and competence for practice. Nurses at all levels are expected to integrate evidence and research findings into practice, including nutrition evidence and research.²¹ Nurses at all levels are expected to contribute to quality nursing practice, which includes nutrition-related nursing practice.²² Nurses at all levels are expected to communicate effectively in a variety of formats in all areas of practice.²² Effective communication is essential for the nutrition support nurse when serving as a consultant, collaborating with the nutrition support team, and interacting with patients, caregivers, and policy makers. Nurses at all levels are expected to demonstrate leadership in the professional practice setting and the profession.²² Nurses at all levels are expected to collaborate with the patient, family, and others in the conduct of nursing practice, including nutrition-related aspects of nursing practice.²² Nurses at all levels are expected to evaluate their own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations, including those related to nutrition.²² Nurses at all levels are expected to utilize appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible, including nutrition-related nursing services.²² Nurses at all levels are expected to practice in an environmentally safe and healthy manner, including the provision of nutrition-related care activities.²²

References

1. American Nurses Association. *Nursing's Social Policy Statement: The Essence of the Profession*. 3rd ed. Silver Spring, MD: American Nurses Association; 2010.
2. Englert DM, Crocker KS, Stotts NA. Nutrition education in schools of nursing in the United States, part 1: the evolution of nutrition education in schools of nursing. *JPEN J Parenter Enteral Nutr*. 1986;10(5):522-527.
3. Nightingale F. *Notes on Nursing: What It Is and What It Is Not*. London, UK: Harrison & Sons; 1859.
4. Guenter P, Curtas S, Murphy L, et al. The impact of nursing practice on the history and effectiveness of total parenteral nutrition. *JPEN J Parenter Enteral Nutr*. 2004;28:54-59.
5. About A.S.P.E.N. <http://www.nutritioncare.org/about-aspen/>. Accessed January 6, 2016.
6. National Council of State Boards of Nursing Licensure Examination (NCLEX). www.ncsbn.org. Accessed January 6, 2016.
7. Stotts NA, Englert D, Crocker KS, Bennum MW, Hoppe M. Nutrition education in schools of nursing in the United States, part 2: the status of nutrition education in schools of nursing. *JPEN J Parenter Enteral Nutr*. 1987;11:406-411.
8. Dougherty D, Bankhead R, Kushner R, Mirtallo J, Winkler M. Nutrition care given new importance in JCAHO standards. *Nutr Clin Pract*. 1995;10(1):26-31.
9. Worthington PH. *Practical Aspects of Nutritional Support: An Advanced Practice Guide*. Philadelphia PA: Saunders; 2004.
10. National Board of Nutrition Support Certification (NBNSC). www.nutritioncertify.org. Accessed January 6, 2016.
11. NOVEL Project. www.nutritioncare.org/NOVEL. Accessed January 6, 2016.
12. Patel V, Romano M, Corkins MR, et al. Nutrition screening and assessment in hospitalized patients: a survey of current practice in the United States. *Nutr Clin Pract*. 2014;29(4):483-490.
13. Guenter P. New enteral connectors: raising awareness. *Nutr Clin Pract*. 2014;29(5):612-614.
14. DiMaria-Ghalili RA, Mirtallo JM, Tobin BW, et al. Challenges and opportunities for nutrition education and training in the health care professions: intraprofessional and interprofessional call to action. *Am J Clin Nutr*. 2014;99(suppl):1184S-1193S.
15. National Council of State Boards of Nursing. *NCLEX-RN® Examination: Test Plan for the National Council Licensure Examination for Registered Nurses*. Chicago, IL: National Council of State Boards of Nursing; 2015.
16. American Nurses Association. *Code of Ethics for Nurses With Interpretive Statements*. Silver Spring, MD: American Nurses Association; 2015.
17. Interprofessional Education Collaborative Expert Panel. *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*. Washington, DC: Interprofessional Education Collaborative; 2011.
18. Kris-Etherton PM, Akabas SR, Bales CW, et al. The need to advance nutrition education in the training of health care professionals and recommended research to evaluate implementation and effectiveness. *Am J Clin Nutr*. 2014;99(suppl):1153S-1166S.
19. Cober MP, Robinson D, Adams S, Allen K, Andris D, Bechtold M. American Society for Parenteral and Enteral Nutrition (A.S.P.E.N.) definition of terms, style, and conventions used in A.S.P.E.N. Board of Directors—approved documents May 2015. http://www.nutritioncare.org/Guidelines_and_Clinical_Resources/Clinical_Practice_Library/Special_Reports/. Accessed September 8, 2015.
20. Guenter P, Jensen G, Patel V, et al. Addressing disease-related malnutrition in hospitalized patients: a call for a national goal. *Jt Comm J Qual Patient Saf*. 2015;41(10):469-473.
21. Herdman TH. *NANDA International Nursing Diagnoses: Definitions and Classification, 2012-2014*. Oxford, UK: Wiley-Blackwell; 2012.
22. American Nurses Association. *Nursing: Scope and Standards of Practice*. 2nd ed. Silver Spring, MD: American Nurses Association; 2010.
23. American Society for Parenteral and Enteral Nutrition (A.S.P.E.N.) Board of Directors and Nurses Standards Revision Task Force; DiMaria-Ghalili RA, Bankhead R, Fisher AA, et al. Standards of practice for nutrition support nurses. *Nutr Clin Pract*. 2007;22:458-465.
24. Barrocas A, Geppert C, Durfee S M, et al. A.S.P.E.N. Ethics Position Paper. *Nutr Clin Pract*. 2010;25:672-679.