

Master of Public Health Applied Practice Experience

by

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MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

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Applied Practical Experience Site:

Kansas State University College of Business
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KANSAS STATE UNIVERSITY
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Chapter 1 - Portfolio Products

For my Applied Practical Experience (APE), I extended my role as a Graduate Teaching Assistant (GTA) as the Wellness Director of Rise Up Wellness, a program designed for the Rise Up Scholars in the College of Business at Kansas State University. My primary responsibility was to develop and implement a wellness program aimed at enhancing students' health knowledge and skills to decrease sedentary behavior. This initiative was designed to support academic performance and provide students with resources to improve both their mental and physical well-being.

The Rise Up Scholars program is a leadership initiative available to undergraduate, graduate, and certificate-seeking students in the College of Business. It primarily focuses on students from systemically marginalized and underrepresented groups, connecting them with business partners committed to advancing diversity and inclusion in the workforce. Members must meet specific requirements centered around leadership and career development, including attending monthly group coaching sessions, maintaining an updated resume, and actively applying for internships or jobs. Students have access to additional opportunities through programs like Rise Up Wellness.

The Rise Up Wellness program was launched in the spring of 2023 by the program director, Dr. Olivia Law-DelRosso, and myself. The objective was to equip students with the knowledge and skills to adopt healthy behaviors that not only improve their academic performance but also set the stage for them to excel as high-performing employees. We reframed health behaviors as professional skills that enhance quality of life and provide a competitive advantage in the workplace.

As I approached graduation, Olivia and I recognized the need to create a sustainable framework that would ensure the program's success in the future. This led to my APE project, which focused on building infrastructure that would allow future graduate students to seamlessly transition into the Wellness Director role and continue delivering valuable programming. The deliverables we developed included a job description, needs assessment, course syllabus, director checklist and an evaluation plan. In

developing these resources, I applied the skills and knowledge I gained throughout my undergraduate and graduate studies. I collaborated closely with faculty from both the Kinesiology department and the College of Business to ensure the products were relevant and aligned with the program's goals.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
1	Job Description	A detailed outline of the Wellness Director's responsibilities and qualifications.
2	Needs Assessment	A tool for future program leaders to assess the current wellness needs of Rise Up Scholars and tailor the program accordingly.
3	Course Syllabus	A structured curriculum to guide the wellness sessions, ensuring consistency and continuity.
4	Instructor Checklist	A comprehensive list of tasks and responsibilities for future directors to follow, ensuring smooth program operations.
5	Evaluation Plan	A framework to measure the program's effectiveness and identify areas for improvement.
6	Marketing Materials	Promotional materials to encourage new student participation.

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		Number and Competency Addressed	
1	Job Description	18	Select communication strategies for different audiences and sectors.
2	Needs Assessment	7	Assess population needs, assets and capacities that affect communities' health.
3	Course Syllabus	9	Design a population-based policy, program, project or intervention.
4	Director Checklist	13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
5	Evaluation Plan	11	Select methods to evaluate public health programs.
6	Marking Materials	19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.

Chapter 2 - Competencies

Competency #18: Select communication strategies for different audiences and sectors

The creation of a job description was necessary to be able to start the process of searching for the next graduate student seeking an opportunity to deliver health programming. For graduate students I focused on clear, concise language that explained the role, its responsibilities, expectations, and qualifications. I also wanted to communicate in a way that directors and faculty could easily identify potential students who would fit the role when advertising for this position. By crafting a job description that effectively communicates these varied needs I demonstrated an ability to select and apply communication strategies tailored to different audiences.

Competency #7: Assess population needs, assets and capacities that affect communities' health

The needs assessment I developed as part of my APE directly addresses the unique health challenges and assets of college students, particularly those from marginalized backgrounds, such as first-generation students, persons of color, non-traditional students, and students from low-income backgrounds. To assess the population's needs, I focused on understanding their unique barriers to health and wellness, such as limited access to resources, time constraints, and social determinants of health.

This assessment allowed us to tailor the Rise Up Wellness program to address their specific needs, ensuring that the resources and strategies offered were culturally and contextually appropriate. Additionally, this needs assessment provides rationale for funding that can be utilized in the future when looking to secure funding to expand the program. By conducting this needs assessment, I demonstrated the ability to evaluate population needs and capacities, ensuring that the wellness program was both inclusive and impactful.

Competency #9: Design a population-based policy, program, project or intervention

The syllabus for the Rise Up Wellness program was designed to serve as a structured intervention aimed at addressing the wellness needs of business students. By framing wellness behaviors as essential professional skills, the syllabus directly addresses the health challenges that can affect both academic performance and long-term professional success.

This intervention focuses on educating students on a variety of health topics, including mental and physical well-being, stress management, nutrition, and the importance of physical activity. The syllabus lays out a systematic approach, with alternating practical applications (group exercises, nutrition seminars, self-defense classes) and lecture-based sessions on health concepts. Each topic was carefully selected based on the needs assessment and theoretical constructs, which identified key areas where students required support to overcome health disparities and barriers to success.

By using a population-based approach that addresses the needs of marginalized students, the syllabus promotes equitable access to wellness education and resources. It ensures that all students, regardless of background, have the opportunity to build the knowledge and skills necessary for personal and professional growth.

Competency #13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

The director checklist was designed to ensure that the next Wellness Director can successfully deliver the program based on a semester by semester basis and provides additional details that are critical to the functioning of the program. One of the critical components of the checklist is providing clear instructions on how to establish and continue collaborative relationships for resources that are essential to the success of the Rise Up Wellness program.

For example, the checklist guides the new director on maintaining the partnership with the student recreation center, which provides access to facilities for exercise sessions,

self-defense classes, fitness assessments, and personal training staff who assists in sessions. This partnership is vital for offering students hands-on opportunities to engage in physical activity and learn valuable skills in a supportive environment while providing the personal training staff an opportunity to gain experience with this specific demographic and larger group size.

Additionally, the checklist emphasizes the relationship with the multicultural student center which grants access to their kitchen for nutrition seminars, further enhancing the learning experience for students. The checklist also emphasizes the need for collaborating with the dietetics department to assist in the nutrition seminars, bringing specialized expertise to the program.

These partnerships with key stakeholders—student recreation center, multicultural student center, and dietetics department—illustrate how coalition-building and relationship management are essential for sustaining and enhancing the program. Through these collaborations, the director ensures that the program follows the structure of the syllabus and students have access to the necessary resources and expertise to improve their overall wellness.

Competency #11: Select methods to evaluate public health programs

The evaluation plan for the Rise Up Wellness program utilizes a multi-faceted approach to assess both student outcomes and the performance of the program director. The evaluation focuses on key areas that align with appropriate methods for evaluating public health programs.

First, the evaluation measures student participation and engagement by collecting data on how many students attend each session and their level of involvement. This is critical for understanding whether the program effectively reaches its target audience. Additionally, feedback on student enjoyment is gathered to assess how well the sessions are received and to identify areas where improvements in content delivery or session structure may be needed. Another key aspect is measuring the skills and knowledge gained by students post-sessions, which provides insight into the program's

effectiveness in meeting its educational goals and promoting lasting behavioral changes.

The evaluation also includes a performance assessment of the program director, focusing on their ability to deliver program content effectively, maintain organization, and ensure that the program runs on schedule. This feedback helps ensure that the leadership is capable of managing the program efficiently. Furthermore, the evaluation considers the director's capacity to maintain and build upon the existing partnerships with the student recreation center, multicultural student center, and dietetics department, which are essential for the continued success and expansion of the program. By incorporating these metrics—spanning both student outcomes and director performance—the evaluation provides a comprehensive understanding of the program's impact.

Competency #19: Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

The flyers designed to promote the wellness seminars were created with the primary goal of reaching the diverse group of College of Business students, many of whom may not have a strong background in health or wellness. To effectively engage this audience, the flyers were written in clear, accessible language that emphasized the practical benefits of attending the seminars. For instance, the messaging focused on how the seminars could help students improve their academic performance, manage stress, and adopt healthier lifestyles—topics that are highly relevant to their daily lives.

Visually, the flyers were crafted to be appealing and attention-grabbing, using simple, bold graphics and concise text to quickly convey the key information. This ensured that students, even in passing, could easily grasp the essential details of the event, such as the time, location, and purpose of the seminar. By avoiding overly technical language or academic jargon, the flyers were designed to resonate with an audience lacking formal health education, making health information more approachable and relevant to students.

These marketing efforts also tied into oral presentations that accompanied seminars during the semester such as the welcome back seminar and group coaching sessions. During these presentations, the same audience-appropriate communication strategies were employed, ensuring that students felt comfortable engaging with the content and asking questions. Through these materials and presentations, the program effectively communicated important public health messages in a manner that was tailored to the audience's needs and comprehension level.

Table 2.1 Summary of MPH Foundational Competencies

Number and Competency		Description
18	Select communication strategies for different audiences and sectors	Job description which conveyed to both students and faculty the duties of the job and qualification needed of the applicant.
7	Assess population needs, assets and capacities that affect communities' health	Needs assessment which determined the specific needs of the Rise Up students and connected them to build the foundation of the program.
9	Design a population-based policy, program, project or intervention	The course syllabus was designed to serve as a structured intervention aimed at addressing the wellness needs of business students.
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	The director checklist outlines the key components that allow for fluid delivery of the program and provides strategies to maintain and develop new relationships to support the program with access to resources to enhance program delivery.
11	Select methods to evaluate public health programs	The evaluation plan for the Rise Up Wellness program utilizes a multi-faceted approach to assess both student outcomes and the performance of the program director.
19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	Marketing materials were created, enhancing skills in PowerPoint and Canva which provided opportunity to create health promotions for a diverse audience.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MP H 701	MP H 720	MP H 754	MP H 802	MP H 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		

Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	x
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
Intreprofessional Practice					
21. Perform effectively on interprofessional teams		x			x
Systems Thinking					
22. Apply systems thinking tools to a public health issue			x	x	

Appendix A - Syllabus

Rise Up Wellness
(College of Business)

Kansas State University

Semester: Fall 2024

Instructor: Harold Wilcox, B.S.
E-mail: hawilcox@k-state.edu

Office: N/A
Office Hours: By appointment.

Course description: The Rise Up Wellness Program is designed to enhance the physical, mental, and social well-being of students in Rise Up through evidence-based health education and practical wellness experiences. The program focuses on promoting healthy behaviors as professional skills that will benefit students throughout their academic careers and into their future professions. By participating in this program, students will develop self-efficacy, resilience, and a holistic understanding of wellness practices that support academic performance and career success.

***Course content and delivery is subject to change. This is the best outline currently available.

Lecture: Classes will be held in person once a week, alternating between interactive lectures and practical wellness activities. Lecture sessions will introduce key health concepts, while practical sessions will focus on applying these concepts through group exercises, self-defense training, yoga, nutrition workshops, and other activities.

Textbooks: (N/A)

Course Objectives and Learning Outcomes: The program is orientated to provide an opportunity to learn and explore a variety of health activities and learn about important health concepts such as nutrition, physical activity recommendations and stress management. You will be asked to fill out surveys and provide feedback to better tailor these learning seminars and activities to the subjects that matter to you the most. Specific objectives of the course are:

Course Objectives

- To increase students' knowledge and skills related to health and wellness practices.
- To foster an understanding of how wellness behaviors can enhance academic and professional performance.
- To promote self-efficacy in adopting and maintaining healthy habits.
- To provide resources and strategies for managing stress, improving physical fitness, and fostering mental health.

- To establish a supportive community where students can share experiences and learn together.

Learning Outcomes

By the end of the program, students will be able to:

- Identify key factors influencing physical, mental, and social wellness.
- Demonstrate improved self-efficacy in engaging in regular physical activity and other wellness behaviors.
- Apply stress management techniques to enhance mental well-being.
- Describe the connection between healthy lifestyle habits and professional skills.
- Develop personalized wellness goals based on program content.

Methods of Instruction: The program will consist of 12 sessions held weekly. Sessions will alternate between interactive lectures and practical wellness activities, with no formal homework assignments. Participation in class activities and completion of worksheets will be encouraged to facilitate learning. Students will be expected to actively engage in discussions, group activities, and practical exercises.

Lecture Schedule (Subject to change)

12-Session Schedule

Session 1: Group Fitness Session

- Introductory workout session held at the Chester Peters Student Rec Center designed for all body types and skill levels.

Session 2: Orientation and Goal Setting

- Lecture on the benefits of physical activity and strategies for reducing sedentary behavior.

Session 3: Group Fitness Session

- Practical fitness session building on concepts learned in previous session, expect a higher level of movement attainment and progressions to challenge your current capabilities.

Session 4: Nutrition and Food Security

- Lecture on how diet affects energy levels, concentration, and overall health.
- Information on how to feed yourself with affordable food options and visit the university food pantry.

Session 5: Big Three Workshop

- This is a seminar dedicated to learning the three main barbell movements (bench, squat, and deadlift).
- No prior experience needed, regressions and progression will be provided based on an individual's needs.

Session 6: Cooking Seminar at Fang Family Kitchen

- Enjoy a safe setting to learn new skills in the kitchen. You will gain experience in knife handling, food safety and general cooking skills.

- Everything will be provided and session will be guided by a guest from the dietetics department and food we be enjoyed at the end of the seminar.

Session 7: Group Exercise (Equipment Orientation)

- Practical session introducing the machines and equipment available at the student rec center.
- Gain insights on how to adjust the equipment to best serve your body and optimize movements for safe and effective training.

Session 8: Mental Wellness and Stress Management

- Lecture on the importance of exercise on stress and mental wellness.
- Gain skills and insights on how to best handle the challenges of life while in college to set a foundation for mental and physical excellence.

Session 9: Self-Defense Training

- Practical self-defense techniques to build confidence and situational awareness.
- This seminar is designed for anyone looking to gain skills in self-defense in a safe and non-intimidating setting.

Session 10: Health and Wellness

- Lecture on the importance of integrating wellness into professional life and how to asses a company's commitment to health.
- Revisit goals and coping planning to ensure you are navigating health challenges effectively.

Session 11: Yoga Seminar

- Practical session learning the concepts of yoga practice in a fun and accessible setting.

Session 12: Program Review and Goal Reflection

- Reflecting on personal wellness goals set in Session 1, evaluating progress, and planning for future wellness.
- End of semester celebration usual held at a place decided on by the group.

• Statements Required by K-State

• 1. Statement Regarding [Academic Honesty](#)

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work

undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

- **2. Statement Regarding Students with Disabilities**

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center (k-state.edu/accesscenter) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

- **3. Statement Defining Expectations for Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

- **4. Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](https://www.k-state.edu/sga/judicial/student-code-of-conduct.html) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

- **5. Statement Regarding Wearing of Face Masks**

Kansas State University strongly encourages, but does not require, that everyone wear masks while indoors on university property, including while attending in-person classes. For additional information and the latest on K-State's face covering policy, see <https://www.k-state.edu/covid-19/guidance/health/face-covering.html>.

- **6. Statement Regarding Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with Lafene Counseling and Psychological Services ([CAPS](#)). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. A comprehensive list of resources is available [here](#). If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

- ***Course Policies:***

- **Email Policy:**

- Your instructor will not answer e-mail which
 - Poses questions regarding information that is clearly outlined in the course syllabus
 - Lacks a subject line that clearly states the students name, course number, e-mail subject and date
 - Raises an inappropriate subject

- Your instructor will answer e-mail received on a given day no later than the close of next workday (Monday through Friday), unless traveling
 - Your instructor will give you at least a week notice when he must travel
 - You are required to read your email every workday to assure that you receive course information disseminated by e-mail in a timely fashion
 - Your instructor will only respond to an e-mail that has a ksu.edu address
 - Your instructor will only e-mail to a ksu.edu address
 - If you forward your K-State e-mail address it is your responsibility to be sure that you have done this accurately. In the past, students have misspelled e-mail addresses when forwarding e-mails from one account to the other and have not gotten class e-mails.
- **Course website on K-State Online:**
 - Students are required to check the course site and calendar daily for course announcements.
 - **Software Standard Policies:**
 - The instructor will use Microsoft Word, PowerPoint, Excel and/or Adobe PDF for all documents posted to K-State Online.
 - **Technology Requirements:**
 - The instructor will use Microsoft Word, PowerPoint, Excel and/or Adobe PDF for all documents posted to K-State Online and/or Teams.
 - K-State has technology recommendations (<http://www.k-state.edu/its/buying/>) for success in online learning. You can also visit the K-State Global Campus website to make sure your technology (<http://global.k-state.edu/students/services/technology>) is up to date. Canvas will work best in the Google Chrome browser. If you choose to use another browser, please make sure your course materials function within that system. You may need to confirm that your browser, java, flash, and pdf reader are all updated to the latest version.

- **Technical Help Policy:**

The K-State IT Help Desk is there to assist you with questions regarding the technology used for your course.

Phone: 785-532-7722 or toll free 1-800-865-6143

Email: helpdesk@k-state.edu

You also may visit the Technical Help site at www.public.online.ksu.edu/support/

K-State Information Technology Policies:

Available at <http://www.k-state.edu/its/itpolicies/>

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- **Netiquette:**

Rules of style or Netiquette (network etiquette) are expected by communicating through class e-mail lists, message boards and discussion rooms. These are the guidelines set forth by K-State Global Campus.

- Stick to the topic of discussion and its purpose
 - Use the subject line to announce your topic. Often, busy people will only open messages that have creative subject lines.
 - Use only one topic per message.
 - Get to the point. A limit of one page (screen) per message is ideal.
 - Don't post advertisements (called spamming) or chain letters to the class discussion.
 - Consider what you write, as it's a permanent record and can be retrieved easily.
 - Class discussions are confidential. Do not share or forward others' email without permission.
 - When responding to a message, don't quote back an entire message. Delete the excess (snip) and make your comments at the very top before starting the quotes.
 - DON'T TYPE IN ALL CAPS. This is hard to read and is considered shouting.
 - Avoid sarcasm, as it is easily misunderstood.
 - Avoid correcting others' grammar, punctuation and spelling unless it is necessary to clarify discussion.
 - Avoid flaming. A flame is an abusive, harassing or bigoted message that attacks an author of a message.
 - Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot see other members on the list, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers. (See K-State's [Notice of Nondiscrimination](#).)

The instructors reserve the right to modify the syllabus, class, schedule, assignments, add policies or add to any of the existing policies in the class at any time.

Appendix B - Directors Checklist

Director Checklist for Rise Up Wellness Program

This checklist is designed to guide the current Wellness Director on how to implement the Rise Up Wellness program. It contains a chronological outline for the actions needed to facilitate the program, describe the themes of the sessions as well as the theories to target for said sessions, provide contact information on the partners used for collaborative sessions, and other important information.

Pre-Semester (2-4 weeks before semester begins)

- **Establish and confirm partnerships:**
 - Meet with the Student Recreation Center Assistant Director (Mitzie Rojas) to confirm space for workout sessions and fitness assessments
 - Reserve room/s in the College of Business to deliver seminars
 - Secure the Fang Family Kitchen at the Multicultural Student Center for cooking and nutrition seminar/s
 - Coordinate with the Dietetics Department to confirm a graduate student and/or instructor for nutrition seminar/s
 - Reach out to the self-defense instructor to schedule classes
 - Schedule yoga session either with local business (Orange Sky/Chapter 5) or Group Fitness instructor from Student Rec Center.
- **Plan and schedule:**
 - Finalize the schedule for the 12 wellness sessions (alternating workout and seminar sessions – start with workout session 1st to gain momentum and excitement).
 - Confirm dates and times with all partners and secure the necessary facilities for each session (Contact information at bottom of checklist).
 - Create a detailed timeline for all sessions, including content for seminars and workout plans.
 - Create materials (PowerPoint, surveys, handout, etc.) for seminars.
 - Prepare online surveys for students (Canvas, Qualtrics, etc.) the recommended surveys are the Gordin Leisure Time PA, EMI2, GNKQ. These surveys are available through your director.
 - Surveys should be filled and recorded at the beginning and end of semester, it is optional to have surveys completed mid semester.
 - The post workout/seminar surveys are to be completed after each seminar for each student to track attendance and survey data. These are available through the director and can be delivered on paper or online, online is recommended to quickly access and store data.

Week 1-2 - No sessions: Attend welcome back seminar, meet scholars and gather data

- There is generally no program until week 3 of the semester, this gives time to promote RUW, have students fill out surveys and gain familiarity with the scholars. Start seminar sooner if needed in the semester schedule to allow for all 12 sessions.

Week 3 - Session 1: Workout (Body Weight Exercises and General Fitness)

- **Activity:** Conduct a workout session focused on body weight exercises at the Student Recreation Center. Engage with students to set personal fitness goals for the semester during the first informational seminar (Week 4).
- **Self-Efficacy:** Introducing body weight exercises provides a manageable starting point, allowing students to experience initial success and build confidence in their abilities. Encouragement during the session helps reinforce students' belief in their capacity to improve their fitness.
- **Autonomy:** Students are encouraged to set personal fitness goals, which fosters a sense of control over their fitness journey. Allowing them to choose specific exercises or modify movements provides additional autonomy, enhancing intrinsic motivation.
- **Relatedness:** The group setting encourages peer support and creates a sense of community, helping students feel connected and supported in their fitness efforts. Sharing goals and progress fosters a shared commitment to improvement.
- **Environment:** The familiar setting of the Student Recreation Center offers a supportive environment where students can comfortably engage in physical activity. The accessibility and availability of facilities help reinforce the habit of attending sessions.

Week 4 - Session 2: Seminar (Introduction to Wellness and Goal Setting)

- **Activity:** Hold a seminar in the College of Business to discuss exercise foundations, such as CDC guidelines, types of exercise, and benefits. Provide SMART goal worksheets for individual or group use and then have students fill out coping planning worksheets to help them overcome potential barriers to exercise.
- **Self-Efficacy:** Educating students about exercise and providing them with SMART goal frameworks increases their confidence in setting and achieving realistic fitness goals. Personalizing goals helps them experience early successes, reinforcing self-efficacy.
- **Autonomy:** Allowing students to create their own goals or work in groups supports their autonomy by giving them the freedom to set meaningful objectives based on personal preferences.

- **Relatedness:** Group goal-setting and discussions encourage social connections and mutual support. By working together, students can learn from each other's experiences and motivate one another to stay on track.
- **Environment:** The seminar setting is conducive to learning and discussion, with all necessary materials prepared in advance. This organized environment supports a focus on planning for health behavior change.

Week 5 - Session 3: Workout (Compound Movements Full Body)

- **Activity:** Lead a workout session incorporating compound movements with progressions and regressions, while tracking students' progress toward fitness goals.
- **Self-Efficacy:** Teaching compound movements progressively builds students' confidence as they master increasingly challenging exercises. Providing feedback helps reinforce students' belief in their ability to perform complex movements.
- **Autonomy:** Offering regressions or progressions for exercises enables students to choose the intensity level that best suits their abilities, encouraging self-directed participation.
- **Relatedness:** Providing encouragement and feedback creates a supportive atmosphere that strengthens social bonds. Group workouts foster shared experiences that can motivate students to continue improving.
- **Environment:** Create an emphasis that this seminar takes place in an inclusive, well-equipped setting that supports a variety of fitness levels. Ensuring that students feel comfortable and safe in the exercise environment promotes sustained participation.

Week 6 - Session 4: Seminar (Nutrition/Food Security)

- **Activity:** Host a nutrition seminar focused on nutrition basics, healthy eating habits and lead a visit to Cat's Cupboard to discuss food security.
- **Self-Efficacy:** Equipping students with practical knowledge about nutrition and accessible food resources empowers them to make healthier dietary choices, boosting their confidence in managing their nutrition.
- **Autonomy:** Providing a range of nutritional strategies allows students to select approaches that align with their personal preferences and circumstances, supporting autonomous decision-making.
- **Relatedness:** Visiting Cat's Cupboard and discussing food security creates a sense of community and shared purpose, reinforcing social connections and encouraging students to support each other in addressing nutritional challenges.
- **Environment:** The seminar and visit take place in supportive settings that highlight the importance of accessible resources for healthy living, making it easier for students to apply the lessons learned.

Week 7 - Session 5: Workout (Big Three Movements)

- **Activity:** Conduct a workout session emphasizing the "Big Three" movements (squat, deadlift, bench press), reinforcing proper form and technique.
- **Self-Efficacy:** Teaching students proper form and helping them track their progress enhances their belief in their ability to perform these foundational exercises safely and effectively.
- **Autonomy:** Splitting students into small groups based on skill level allows them to work at their own pace and choose progressions that match their current abilities.
- **Relatedness:** Grouping students with similar knowledge and abilities fosters peer learning and creates a supportive environment where participants can encourage each other. Learning common exercises creates a sense of belonging and familiarity in this environment.
- **Environment:** The use of small groups and specialized coaching in a familiar gym setting creates a supportive learning environment, facilitating comfort with strength training.

Week 8 - Session 6: Nutrition Seminar at Fang Family Kitchen

- **Activity:** Organize a cooking demonstration focusing on affordable, nutritious meals. Coordinate with the Dietetics Department for assistance.
- **Self-Efficacy:** Hands-on cooking demonstrations provide practical skills and knowledge that empower students to prepare healthy meals on their own.
- **Autonomy:** Allowing students to participate in meal preparation supports their autonomy, as they can choose to experiment with different ingredients and cooking techniques.
- **Relatedness:** Working together in the kitchen creates a shared experience that fosters a sense of community. The presence of peers and graduate students creates a supportive learning environment.
- **Environment:** The Fang Family Kitchen provides a realistic and accessible setting for learning about nutrition, reinforcing the application of healthy cooking practices.
- **Other Information:** Communicate with Olivia about ingredients for the seminar at least 2 weeks in advance. The food will be purchased with the organizations credit card.

Mid-Semester Review

- Evaluate student participation and engagement up to this point.
- Adjust session plans if necessary based on feedback or attendance.

Week 9 - Session 7: Workout (Equipment Orientation)

- **Activity:** Familiarize students with gym equipment, providing guidance on safe and effective use. It is ideal to have a personal trainer from the Rec join you on these sessions.
- **Self-Efficacy:** Teaching students how to use equipment builds their confidence in navigating the gym and incorporating new exercises into their routines.
- **Autonomy:** Providing options for different exercises with various equipment supports student autonomy by allowing them to choose what works best for them.
- **Relatedness:** Sharing equipment use tips and troubleshooting common challenges helps build a sense of camaraderie among participants.
- **Environment:** The orientation is held in a familiar gym setting, making the equipment feel accessible and reducing barriers to usage.

Week 10 - Session 8: Seminar (Mental Health/Stress Management)

- **Activity:** Arrange a seminar on the impact of exercise on mental health and stress management. If able have a representative from Lafene or MAPS join the session to talk about mental health and the services offered to students.
- **Self-Efficacy:** Teaching stress management techniques enhances students' confidence in their ability to cope with stress.
- **Autonomy:** Offering multiple stress management strategies empowers students to choose the methods that work best for them.
- **Relatedness:** Group discussions provide a platform for sharing experiences and strategies, creating a supportive atmosphere.
- **Environment:** A calm, organized setting is conducive to learning about mental health strategies and supports relaxation.

Week 11 - Session 9: Workout (Self-Defense)

- **Activity:** Conduct a self-defense seminar at the Student Recreation Center. You will need to reserve the room and schedule Annie Spence or other qualified instructor to lead the seminar. The guest will fill a W9 and be compensated based on a conversation with Dr. Law-DelRosso.
- **Self-Efficacy:** Practicing self-defense skills in a controlled environment builds students' confidence in their ability to protect themselves.
- **Autonomy:** Students can choose the intensity of their participation, reinforcing control over their learning.
- **Relatedness:** Learning self-defense in a group fosters trust and social support.
- **Environment:** The Rec Center's Combative Room offers a safe, structured space for learning self-defense.

Week 12 - Session 10: Seminar (Health and Wellness)

- **Activity:** Discuss integrating wellness into professional life, how to assess a company's commitment to health, and revisit SMART goal progress and coping planning worksheets.

- **Self-Efficacy:** Reviewing goal progress reinforces students' belief in their ability to achieve wellness goals.
- **Autonomy:** Personalized goal reviews allow students to adjust their plans according to their needs.
- **Relatedness:** Sharing goal progress in a group setting supports collective motivation.
- **Environment:** The seminar setting is designed for reflection and learning. Learning how to identify healthy environments will be important when looking for future jobs.

Week 13 - Session 11: Workout (Yoga)

- **Activity:** Coordinate a yoga session at the Rec Center or with local business (Orange Sky Yoga has been used in the past).
- **Self-Efficacy:** Practicing yoga helps students develop mindfulness and body awareness, boosting confidence.
- **Autonomy:** Offering various yoga levels supports self-paced learning.
- **Relatedness:** Group yoga sessions create shared experiences that enhance social bonds.
- **Environment:** The yoga-friendly setting facilitates relaxation and mindfulness.

Week 14 - Session 12: Final Seminar (Reflection and Next Steps)

- **Activity:** Plan a fun activity to celebrate students enhanced physical prowess. Led conversations to reflect on progress and plan future wellness steps. Past seminars have been rage rooms, axe throwing, indoor ice skating and tennis.
- **Self-Efficacy:** Discussing achievements reinforces students' belief in their ongoing ability to pursue wellness.
- **Autonomy:** Students choose how to continue their wellness journeys.
- **Relatedness:** Group reflections and activities foster a sense of closure and community.
- **Environment:** A celebratory setting provides a positive atmosphere that fosters inspiration for future achievements.

Post-Semester Wrap-Up

- **Evaluate the program:**
 - Collect data on student participation, engagement, and knowledge/skills gained from post survey data.
 - Have scholars fill out the surveys taken at the start of the semester to compare pre/post changes.
 - Conduct an evaluation of personal performance, focusing on program delivery, organization, and partnership management.
- **Continue partnerships:**

- Touch base with key stakeholders (Student Recreation Center, Multicultural Student Center, Dietetics Department) to maintain relationships for future program cycles.

Contact list

- **College of Business room reservation:** cbarooms@ksu.edu
- **Fang Family Kitchen in Multicultural Student Center:** Follow directions in link - <https://www.k-state.edu/inclusion/multicultural-center/reservations.html>
- **Chester Peters Recreation Center:** Mitzie Rojos – mitzie@ksu.edu
- **Lacy's Fresh Fare and Catering for cooking seminar:** Ericka Bauer - ebauer1@ksu.edu
- **Self-defense instructor:** Annie Spence - annie@unbreakablestrengthco.com

Appendix C - Needs Assessment

Needs Assessment: Health and Wellness Needs of Marginalized College Students

Background: College students from marginalized backgrounds, including first-generation students, persons of color, non-traditional students, and those from low-income families, often face unique challenges that affect their health and wellness. These challenges, compounded by factors like food insecurity, racial discrimination, and mental health concerns, can hinder academic success and overall well-being. This needs assessment aims to identify the specific health challenges and assets within this population to inform the Rise Up Wellness program's strategies for providing support.

Key Findings:

1. Food Insecurity

Food insecurity disproportionately affects students from marginalized backgrounds, particularly those identifying as Black or Hispanic, and students with lower parental educational attainment. According to El Zein et al. (2019), nearly 20% of U.S. college students experience food insecurity, which negatively impacts GPA, stress levels, and sleep quality. These findings suggest a pressing need for more accessible food resources and support programs to mitigate these effects on academic performance.

2. Mental Health Concerns

The prevalence of depression, anxiety, and stress is particularly high among college students from marginalized backgrounds. Studies indicate that students who face racial discrimination are more likely to suffer from mental health issues such as depression, anxiety, and suicidal ideation. Hwang and Goto (2008) highlighted that both Asian American and Latino students experience high levels of mental distress due to discrimination, further compounding their mental health challenges.

3. Racial and Ethnic Disparities

Disparities in health outcomes are evident among racial and ethnic minority students. Assari (2019) notes that Black students do not experience the same academic performance gains from higher parental educational attainment as their White counterparts, a phenomenon termed “diminished returns”. This dynamic emphasizes the need for targeted academic and health support for students of color, addressing both the structural barriers and the psychological toll of navigating predominantly White institutions.

4. **Physical Activity and Sedentary Behavior**

Sedentary behavior, exacerbated by long hours of studying and limited physical activity, disproportionately affects female students and students of color (Vainshelboim et al., 2019). According to Vainshelboim et al. (2019), sedentary behavior negatively impacts body composition and muscular strength, particularly in females. Strategies to reduce sedentary behavior and promote physical activity, such as standing desks and regular movement breaks, should be prioritized to improve the long-term health of marginalized students.

5. **Acculturative Stress and Ethnic Identity**

Walker et al. (2008) found that African American students experiencing acculturative stress are more likely to suffer from depression and suicidal ideation. Addressing this stress through culturally competent mental health services and fostering a strong sense of ethnic identity can serve as protective factors for these students.

Assets: Despite the challenges faced, marginalized college students also possess significant assets, including resilience, a strong motivation to succeed academically, and supportive community networks. These strengths should be leveraged within the wellness program to promote positive health behaviors and reinforce students' capabilities to overcome barriers.

Recommendations:

1. Increase access to food resources, including awareness campaigns about food pantries and partnerships with local organizations.
2. Provide mental health support tailored to the unique experiences of marginalized students, including culturally competent counseling services and peer support groups.
3. Promote physical activity by offering free or low-cost fitness opportunities and reducing sedentary behavior through environmental changes (e.g., standing desks).
4. Implement programs focused on building resilience and ethnic identity to combat acculturative stress and enhance students' mental well-being.

Conclusion: By addressing the unique health challenges faced by marginalized students and leveraging their assets, the Rise Up Wellness program can better support these students in achieving both their academic and personal goals.

References

- El Zein, A., Shelnutt, K. P., Colby, S., Vilaro, M. J., Zhou, W., Greene, G., ... & Mathews, A. E. (2019). Prevalence and correlates of food insecurity among US college students: a multi-institutional study. *BMC public health*, 19, 1-12
- Hwang, W. C., & Goto, S. (2008). The impact of perceived racial discrimination on the mental health of Asian American and Latino college students. *Cultural Diversity and Ethnic Minority Psychology*, 14(4), 326.
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Appendix D - Evaluation

Evaluation Plan for Rise Up Wellness Program

1. Program Effectiveness Evaluation

Objectives:

- Measure the impact of the RUW program on participants' engagement in health behaviors.
- Assess the achievement of the program's goals and objectives.
- Track students health knowledge, skills and motivation.

Key Metrics:

- **Participation Rates:** Track attendance and participation in weekly wellness sessions and activities.
- **Engagement Levels:** Monitor the level of engagement during sessions (e.g., participation in discussions, activities).
- **Pre- and Post-Program Assessments:**
 - Collect data: Godin-Shephard Leisure-Time Physical Activity Questionnaire (GSLTPAQ), Exercise Motivations Inventory – 2 (EMI2), and General Nutrition Knowledge Questionnaire (GNKQ).
 - Conduct health and wellness assessments at the beginning and end of the program (optional via Lafene and the Rec).
 - Provide post seminar knowledge, skills and motivation survey to asses change over semester and college career.
- **Feedback and Satisfaction Surveys:** Collect feedback from participants on their satisfaction with the program components (create surveys through canvas or Qualtrics).
- **Goal Achievement:** Evaluate the participants' progress in achieving SMART goals set during the program.

Data Collection Methods:

- **Attendance Records:** Maintain detailed records of attendance for each session.
- **Engagement Tracking:** Use observations and activity logs to track engagement.
- **Health Assessments (optional):** Conduct initial and final health assessments in collaboration with Lafene Health Center and/or the student Rec center.

- **Surveys and Questionnaires:** Distribute surveys and questionnaires to gather participant feedback.
- **Reflection Papers and Wellness Plans:** Review and assess reflection papers and individual wellness plans submitted by participants.

Tools and Resources:

- Online survey tools (e.g., Google Forms, SurveyMonkey, Qualtrics)
- Assessment tools (e.g., fitness assessments, health questionnaires, Gordin Leisure Time PA, EMI2, GNKQ)
- Data analysis software (e.g., Excel, SPSS)

Timeline:

- Initial health assessments: Week 1
- Mid-program review: Week 8
- Final assessments and surveys: Week 14-16

2. Wellness Director Performance Evaluation

Objectives:

- Assess the performance and effectiveness of the Wellness Director in implementing the RUW program.
- Provide constructive feedback for professional development.

Key Metrics:

- **Program Development and Implementation:** Evaluate the design, organization, and execution of the wellness curriculum.
- **Instruction and Facilitation:** Assess the quality of lectures, workshops, and practical sessions.
- **Participant Support:** Measure the effectiveness of individual coaching and support provided to participants.
- **Collaboration and Networking:** Evaluate the Wellness Director's ability to collaborate with stakeholders and build partnerships.
- **Program Evaluation and Reporting:** Assess the thoroughness and accuracy of data collection, analysis, and reporting.

Data Collection Methods:

- **Peer and Supervisor Reviews:** Collect feedback from participants (Teval, mentors, and supervisors).
- **Participant Feedback:** Use participant surveys to gather feedback on the Wellness Director's performance.
- **Self-Evaluation:** Have the Wellness Director complete a self-evaluation reflecting on their performance and areas for improvement.
- **Observation and Audits:** Conduct observations and audits of sessions to evaluate the Wellness Director's teaching and facilitation skills.

Tools and Resources:

- Peer and supervisor review forms
- Participant feedback forms
- Self-evaluation templates
- Observation checklists

Timeline:

- Initial expectations meeting: Week 1
- Mid-program review: Week 8
- Final review: Week 16

Detailed Implementation Plan

Step 1: Initial Setup and Baseline Assessment

- **Week 1:** Conduct baseline assessments for participants.
- Distribute initial surveys to gather participants' expectations, knowledge, motivation and perceptions about the course and exercise.
- Perform an initial performance/expectations review for the Wellness Director.

Step 2: Ongoing Monitoring and Mid-Program Review

- **Weeks 2-8:** Continuously monitor attendance, engagement, and participant progress.
- **Week 8:** Conduct mid-program assessments and surveys.
- Perform a mid-program performance review for the Wellness Director, incorporating feedback and observations.

Step 3: Final Assessment and Program Evaluation

- **Weeks 9-16:** Continue monitoring and provide ongoing support to participants.
- **Week 16:** Conduct final assessments and surveys.
- Perform a final performance review for the Wellness Director, summarizing overall effectiveness and areas for improvement.

Step 4: Reporting and Feedback

- **Week 17:** Compile and analyze data from assessments, surveys, and reviews.
- Prepare comprehensive reports on program effectiveness and Wellness Director performance.
- Conduct feedback sessions with participants and stakeholders to discuss findings and future improvements.

Appendix E - Job Description

Job Description: Graduate Teaching Assistant (GTA) / Graduate Research Assistant (GRA) - Wellness Director of Rise Up Wellness

Position Title: Graduate Teaching Assistant (GTA) / Graduate Research Assistant (GRA) - Wellness Director

Department: College of Business, Kansas State University

Program: Rise Up Scholarship Program

Reports To: Dr. Law-DelRosso, Program Director and Certified GiANT Coach

Position Overview: The Wellness Director GTA/GRA is responsible for designing, implementing, and overseeing the wellness component of the Rise Up Scholarship Program. The role includes facilitating weekly wellness sessions, coordinating guest speakers, and providing individual support to scholars to promote their overall health and wellness.

Key Responsibilities:

1. Program Development and Implementation:

- Design/Revise a comprehensive wellness curriculum focusing on exercise, nutrition, health span, recovery, mental wellness, and motivational coaching/goal setting.
- Develop and schedule weekly wellness sessions with a bi-weekly rotating theme (practical application and lecture series).
- Lead group exercise sessions at the student recreation center.
- Organize practical sessions such as nutrition seminars, self-defense seminars, and yoga classes at local businesses or with group fitness instructors at Rec.

2. Instruction and Facilitation:

- Conduct lecture series on various health and wellness topics.
- Coordinate guest speakers, including therapists from Lafene, wellness professionals and other departments.
- Provide individual coaching and support to scholars as needed.

3. Program Evaluation and Reporting:

- Collect and analyze data on program effectiveness and participant outcomes.
- Prepare reports and presentations for program stakeholders.
- Continuously assess and improve the wellness curriculum based on feedback and research.

4. Collaboration and Networking:

- Collaborate with other Rise Up program staff, including peer mentors, executive mentors, and career coaches.
- Build relationships with local businesses, colleges on campus, and wellness professionals to enhance program offerings.

Qualifications:

- Enrollment in a graduate program at Kansas State University, preferably in a health-related field.
- Personal Training Certification from accredited institution.
- Strong background in wellness, health promotion, or a related area.
- Excellent communication and interpersonal skills.
- Experience in teaching, coaching, or mentoring is preferred.
- Ability to lead group exercises and conduct wellness workshops.

Benefits:

- Gain practical experience in program development and wellness coaching.
- Network with professionals in the health and wellness field, other students and professors in different departments (Kin, CBA, Dietetics, etc.), and business connections with the partnerships made by the CBA (Koch Industries, Garmin, Cargill, Conoco-Phillips, etc.).
- Opportunity to make a positive impact on students' health and academic success.
- Monthly stipend and tuition assistance.

Appendix F - Marketing Flyer

RISE UP WELLNESS

The Big Three: Bench, Squat, Deadlift

- **Tuesday (10/24) @ 1pm**
- **Wednesday (10/25) @ 2:30pm**
- **Recreation Complex
Performance Zone 5**



Learn, Improve and Advance Technique

- Beginners, intermediates, and advanced lifters welcome
- Learn how to move for YOUR body
- Get real time feedback
- Will provide modifications, progressions and alternative movements based on your needs and goals

Questions? Reach Out!

Harold Wilcox: Director of Wellness
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