

Master of Public Health

Applied Practice Experience

BUILDING A NUTRITION COACHING FRAMEWORK WITHIN A COLLEGIATE
RECREATION CENTER

by

Mitzie Rojas

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

Graduate Committee:

Dr. Peter Stoepker

Dr. Priscilla Brenes

Dr. Emily Mailey

Applied Practical Experience Site:

Recreational Services – Kansas State University

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Applied Practical Experience Preceptor:

Scott Trausch, MS

LaReine Leonard-Schock

Morgan Kropp

KANSAS STATE UNIVERSITY

Manhattan, Kansas

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Chapter 1 - Portfolio Products

The Applied Practice Experience (APE) was completed with Recreational Services at Kansas State University. Throughout my APE, I received mentorship and support from the following K-State Athletics Department Staff: Scott Trausch, Director of Sports Diet and Nutrition, LaReine Schock-Leonard, Assistant Director of Sports Nutrition, and Morgan Kropp, Assistant Sports Nutritionist. This staff has experience in developing nutrition coaching for student athletes throughout their careers. This is why I believe they served as great APE mentors while I developed a similar program specifically for a more recreationally active collegiate population. My APE work was focused on the building of a nutrition coaching framework to align with current recreational offerings and the new designation of a Health Promoting University. This designation states that the university is committing to prioritizing the physical, mental, and emotional health of campus community. The APE was completed between Spring 2024 – Spring 2025 with at least 287 hours spent on researching nutrition counseling techniques, building deliverables, promotion of new service, and some activity implementation to complement with current fitness activities. Deliverables completed included handouts, interview guides, marketing tools, and website copies.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
1	Nutrition Intake Form	A Qualtrics intake tool was designed to streamline client onboarding, capturing dietary habits, goals, and health history to help the provider better prepare for nutrition sessions.
2	Nutrition presentation for college groups	An evidence-based presentation tailored to collegiate students on what to consume before, during, and after exercise. Its overall focus was on food

		choices for balanced eating and wellness, and on-campus resources.
3	Website copy	The written text on the purpose and benefits of nutrition coaching was provided to the marketing team to create a nutrition coaching page on the rec services website
4	Nutrition session Interview Guide & Documentation Template	A guide to help structure a nutrition session through client interviews to ensure consistent note taking and helping provide personalized nutrition guidance to the client.
5	Marketing Flyer	A flyer with nutrition coaching information and benefits of nutrition coaching services was designed to attract and inform college students about the new service.
6	Nutrition & Wellbeing Handouts	Educational handouts were created to cover various foundational nutrition topics such as grocery shopping, dorm room essentials, goal brainstorming worksheets, and mindful meditation were crafted to support students in making sustainable nutrition choices and learn wellbeing techniques.
7	Evaluation tool	A survey with three multiple choice questions and one open-ended question was created to obtain feedback on client progress and satisfaction. This can help with

		improvement of counseling services and measurable outcomes
8	Halloween snacks with nutrition note	Snacks were purchased to be given out the days leading up to Halloween as a treat to group fitness participants. A small note was placed with a small nutrition info on the purpose of pre/post workout snacks and a QR code taking them to the nutrition coaching website.

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		Number and Competency Addressed	
1	Nutrition Intake Form	9	Design a population-based policy, program, project, or intervention
2	Nutrition Presentation for college-aged groups	16	Apply leadership and/or management principles to address a relevant issue
		19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
		13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
3	Website copy	9	Design a population-based policy, program, project, or intervention
4	Nutrition session Interview Guide & Documentation Template	9	Design a population-based policy, program, project, or intervention
		16	Apply leadership and/or management principles to address a relevant issue
5	Marketing Flyer	9	Design a population-based policy, program, project, or intervention
		19	Communicate audience-appropriate (i.e., non-academic, non-peer

			audience) public health content, both in writing and through oral presentation
6	Nutrition & Wellbeing Handouts	9	Design a population-based policy, program, project, or intervention
		19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
7	Evaluation Tool	7	Assess population needs, assets and capacities that affect communities' health
		11	Select methods to evaluate public health programs.
		16	Apply leadership and/or management principles to address a relevant issue
8	Halloween Snacks with Nutrition Note	7	Assess population needs, assets and capacities that affect communities' health.

Chapter 2 - Competencies

The key competencies and products developed during the APE are outlined below. Each product will be described to show how it supports the development of the nutrition coaching along with how they support their respective competency.

Table 1.3 Competency 7

Number and Competency		Description
7	Assess population needs, assets and capacities that affect communities' health	MPH 720-Administration of Healthcare Organizations MPH 802-Environmental Health KIN 796-Program Planning and Evaluation KIN 616-Obesity and Physical Activity, Environment, and Policy Influences Products: Halloween snacks Evaluation tool

The courses outlined above provided foundation for developing nutrition coaching tailored to my specific audience of college students.

Evaluation tool - was designed to be sent out towards the end of the semester to collect brief responses of client satisfaction with the nutrition coaching services. This tool was developed using the Qualtrics Survey software with only three multiple choice questions and one open question. This tool will allow us to assess relevance of nutrition coaching and effectiveness to the community needs, in this case, college students. Responses can also help inform effectiveness of a health initiative to the university that is distinguished as a health promoting university. Responses can also help inform effectiveness of a health initiative to the university that is distinguished as a health promoting university.

Halloween Snacks with Nutrition Note - In a more creative way, an initiative to provide pre, post, and combination snacks were provided during various group fitness classes leading up to Halloween. Small nutrition notes, no larger than the snack were taped on each snack with a QR code linking to the nutrition coaching website. The "treats" consisted of protein bars, granola, and fruit snacks. Three different nutrition notes were provided to educate participants on the importance of fueling. This type of outreach helped connect students with a new resource in a low-pressure setting. This product met this competency engaged students in. simple and convenient way with snacks and small nutrition education with the note. This can help affect the population by expanding the capacity for students to seek further support through nutrition coaching.

Table 1.4 Competency 9

Number and Competency		Description
9	Design a population-based policy, program, project, or intervention	MPH 754-Introduction to Epidemiology helped KIN 616-Obesity and Physical Activity, Environment, and Policy Influences Products: Website copy Marketing flyer Nutrition session Interview Guide & Documentation Template Nutrition & Wellbeing Handouts

MPH 754-Introduction to Epidemiology helped with learning about various data on colleges students when it came to creating the nutrition coaching framework. KIN 616 helped me learn about my target audience, policies that influence my target audience. I also learned more about social determinants of health in various populations. This course also helped with making an informed decision about the type of products to develop.

Nutrition intake form - was developed in Qualtrics, a survey software, as a tool to collect essential client information. The information collected ensured nutrition coaching sessions are personalized to the clients' nutritional needs.

Website copy - served to communicate key information through a website. The website copy included the purpose of nutrition coaching, cost, and options available such as one-on-one and group coaching with a physical activity component.

Nutrition session Interview Guide & Documentation Template- play a critical role in conducting standardized client interviews. This assists the practitioner, in this case the dietitian, gather key information that will help in providing an individualized nutrition session and nutrition goal setting.

Marketing flyer - serves as a marketing tool communicating the benefits of nutrition coaching. This marketing tool was based on my target population to assist with the intervention of launching nutrition coaching.

Nutrition & Well-being handouts - further addresses this competency by offering educational material that covers essential topics aimed at college-aged students to support them in making the best nutritional choices for themselves. The topics include grocery shopping, dorm-friendly meals, and goal-setting strategies.

Table 1.5 Competency 11

Number and Competency		Description
11	Select methods to evaluate public health programs	MPH 701-Fundamental Methods and Biostatistics MPH 720-Administration of Health Organizations MPH 754-Introduction to Epidemiology Evaluation tool

MPH 701-Fundamental Methods and Biostatistics; MPH 720-Administration of Health Organizations; and MPH 754-Introduction to Epidemiology as a whole helped provide a strong foundation on public health evaluation methods. This helped inform the base knowledge for the post-evaluation tool to help obtain feedback or data upon completion of nutrition coaching sessions for future improvements.

Evaluation tool - was designed to a concise post-evaluation survey with only 4 total questions asking about the quality of the service and how many more sessions a client would like in the future. This helps with evaluating the population nutrition coaching is targeted to.

Table 1.6 Competency 13

Number and Competency		Description
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 720-Administration of Healthcare Organizations MPH 802-Environmental Health MPH 818-Social and Behavioral basis of Public Health KIN 805 Physical Activity & Human Behavior Products: Nutrition Presentation for college-aged groups Nutrition and wellbeing handouts

These courses listed helped me bridge the importance of health issues and how human behavior matters in how health or in this case, nutrition information is received. Knowing the stakeholders is key for program implementation as well. For nutrition coaching, building a network and collaboration was helpful to obtain support from key stakeholders for implementation at the rec. The key stakeholders consisted of my direct

supervisor, the recreation director, and their supervisor also over sees wellbeing for students on compass.

Nutrition Presentation for college-aged groups- This initiative was two-fold with educating college students on proper fueling strategies for exercise and physical activity, campus resources, while also highlighting the upcoming nutrition coaching service. I strategically planned for audience I was presenting to ensure I communicated effectively and included engaging questions to hold attention. I included some group work to help with class discussion. Collaborating with on-campus organizations included the summer bridge program called Multicultural Academic Program Success (MAPS) that consists of incoming freshman. I provided a nutrition discussion, handouts, and a yoga activity for them a couple of times during the summer. For Airforce ROTC (AFROTC) and the freshman academic class of DAS 100, a nutrition and wellbeing presentation was given on nutrition, hydration, sleep, physical activity, and campus resources. This included a QR sign-up for the nutrition coaching website to the DAS 100 class.

Table 1.7 Competency 16

Number and Competency		Description
16	Apply leadership and/or management principles to address a relevant issue	MPH 720-Administration of Health Care Organizations MPH 818-Social and Behavioral bases of Public Health KIN 805-Physical and Human Behavior provided foundations on theories and their framework over behavior on fitness & nutrition. Products: Nutrition Presentation for college-aged groups Nutrition session Interview Guide & Documentation Template Evaluation Tool

These courses provided foundations on theories and their framework over behavior on fitness & nutrition. Additionally, it helped me build my leadership skills within the realm of public health programing. This involved empowering others and fostering collaboration. This guided my decision-making through evidence-based initiatives and development of tools for nutrition coaching.

Nutrition Presentation for college-aged groups- With the nutrition presentations, I collaborated with various groups on campus. I was able to demonstrate leadership through strategic planning for the presentation material making it audience centered.

When presenting to a group of freshmen, I was able to lead various discussion topics and activities. The nutrition presentations further supported this competency with providing college-aged students relevant information over fueling for their lifestyle and highlighting campus resources.

Nutrition session Interview Guide & Documentation Template–

The interview guide and documentation template will help me provide a structured nutrition session. The interview guide specifically helps provide a client-centered coaching session. The template will help me stay organized to help manage the nutrition coaching sessions follow ups and overall case load. With documentation, I'll be able to recognize and relevant issues among the college population the service is tailored for.

Evaluation tool - The evaluation tool helps meet management principles by creating a client feedback survey to assess their satisfaction and effectiveness of nutrition coaching. The tool supports can help inform future programming decisions, and ensures services align with student needs and health promoting university initiatives.

Halloween Snacks with Nutrition Note – This product applied leadership and management by creatively planning and implementing a targeted initiative to promote nutrition education in a low-pressure setting. I was able to lead my team to assist with communicating information about this initiative.

Table 1.8 Competency 19

Number and Competency		Description
19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	KIN 796-Program Planning and Evaluation guided program planning Products: Nutrition Presentation for college-aged groups Nutrition & Wellbeing Handouts

KIN 796-Program Planning and Evaluation guided program planning for nutrition coaching and its initiatives. The presentations and handouts developed support this competency with relevant material to assist with making informed nutrition and wellbeing choices.

Nutrition Presentation for College-aged Groups and the Nutrition & Well-being Handouts

– The development to these two products directly supports the competency because they provided evidence-based material to help students make informed decisions about their nutritional, physical activity goals, and overall wellbeing. By tailoring the information to the target audience of college students, it helped to drive a public health message and provide information to resources on campus, especially since most of the audience in attendance to the presentation were freshman.

Table 2.1 Summary of MPH Foundational Competencies

Number and Competency		Description
7	Assess population needs, assets and capacities that affect communities' health	KIN 796-Program Planning and Evaluation, KIN 616-Obesity and Physical Activity, Environment, and Policy Influences; are courses that provided foundations to create a nutrition coaching framework based on target population. The evaluation will help assess population needs as the service progresses and the and the Halloween snacks initiative will affect community health.
9	Design a population-based policy, program, project, or intervention	MPH 754-Introduction to Epidemiology helped with creating nutrition coaching and create various ways of delivery of the service. provides 1:1 (in-person or zoom) or group options to meet students where they are and provide guidance with their nutritional needs based on their physical activity levels and nutrition goals. This was supported by the website copy, marketing flyer, interview guide and documentation template, and handouts.
11	Select methods to evaluate public health programs.	MPH 701-Fundamental Methods and Biostatistics MPH 720-Administration of Health Organizations MPH 754-Introduction to Epidemiology provided the base knowledge to help develop the post-evaluation tools obtain feedback via data
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	KIN 796-Program Planning and Evaluation, KIN 616-Obesity and Physical Activity, Environment, and Policy Influences; are courses that provided foundations to create a nutrition coaching framework based on target population. I was able to collaborate with our MAPS program and as well as our AFROTC to provide nutrition presentations and workshops with physical activities

16	Apply leadership and/or management principles to address a relevant issue	MPH 720-Administration of Health Care Organizations; MPH 818-Social and Behavioral bases of Public Health; KIN 805-Physical and Human Behavior provided foundations on theories and their framework over behavior on fitness & nutrition. The nutrition presentations supported this competency with providing college-aged students relevant information over fueling for their lifestyle and highlighting campus resources. Collaborations were made with various departments to promote the new service that can empower students to make better nutrition and wellbeing choices while in college. The evaluation tool allows for feedback to continue improvement for target audience.
19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	KIN 796-Program Planning and Evaluation guided program planning for nutrition coaching. The presentations and handouts developed support this competency with relevant material to assist with making informed nutrition and wellbeing choices.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data using 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 systemic 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, implementation, or critique 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	
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 leadership and/or management principles to address a relevant issue		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 (i.e., non-academic, non-peer audience) 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
Interprofessional Practice					
21. Integrate perspectives from other sectors and/or professions to promote and advance population health		x			x
Systems Thinking					
22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative			x	x	

Student Attainment of MPH Emphasis Area Competencies

Throughout my APE, I addressed competencies related to my emphasis area of physical activity by applying my knowledge, skills, experience, and coursework in the development of the nutrition coaching framework. The following table includes the emphasis area competencies.

Table 2.3 Physical Activity Emphasis Area Competencies

<i>PHPA Emphasis Area Competency</i>		<i>Description of Competency</i>	<i>Coursework</i>
1	Population health	Investigate the impact of physical activity on population health and disease outcomes.	KIN 612 – Policy, Built Environment and Physical Activity KIN 796 – Program Planning and Evaluation
2	Social, behavioral and environmental influences	Investigate social, behavioral and environmental factors that contribute to participation in physical activity.	KIN 805 – Physical Activity and Human Behavior KIN 616 – Obesity and Physical Activity, Environment, and Policy Influence
3	Theory application	Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.	KIN 805 – Physical Activity and Human Behavior KIN 796 – Program Planning and Evaluation

4	Developing and evaluating physical activities interventions	Develop and evaluate physical activity interventions in diverse community settings.	KIN 796 – Program Planning and Evaluation
5	Support evidence-based practice	Create evidence-based strategies to promote physical activity and communicate them to community stakeholders.	KIN 612 – Policy, Built Environment and Physical Activity KIN 616 – Obesity and Physical Activity, Environment, and Policy Influence KIN 890 – Graduate Seminar in Physical Activity

1. Patient Health

Investigate the impact of physical activity on population health and disease outcomes.

I researched the nationwide collegiate survey sent out to various educational institutions that survey college students over with their health. The American College health association administers this assessment known as the National College health assessment and I compared the data from spring 2022 and spring 2024 over food security and nutrition responses in the assessment survey. This is what helped guide my nutrition coaching framework and assisted with formulating connections on campus to various resources that can help with addressing college student needs. Courses that helped me meet this competency included KIN 612 – Policy, Built Environment and Physical Activity and the course KIN 796 – Program Planning and Evaluation. These courses helped me learn about research for a specific target audience and the impacts of physical activity (PA) and its relation to health and disease outcomes.

2. Social, Behavioral and Environmental Influences

Investigate social, behavioral and environmental factors that contribute to participation in physical activity.

In KIN 805 – Physical Activity and Human Behavior helped me learn about the various theories that impact physical activity, decision making, motivation, and healthy behavior change amongst a specific population. During this class as well as KIN 616 – Obesity and Physical Activity, Environment, and Policy Influence, I was able to learn more about the impacts of physical activity on the target audience I developed the nutrition coaching framework for. I was able to apply a theory and learn about various environmental and factors that impact college students.

3. Theory Application

Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.

KIN 805 – Physical Activity and Human Behavior played a crucial role in developing the building blocks for my nutrition coaching framework. This class exposed me to various theories and models that have been applied to research. I learned of multiple ways to help various populations with behavior change. One area we discussed was motivational interviewing which was a component of my APE. The theory I utilized to help build some of my products for the nutrition coaching framework includes the Transtheoretical Model (TTM) which was covered in this class. This is a practical model used by dietitians with identifying a client's readiness for change. In KIN 796 – Program Planning and Evaluation, for our major project we had to apply a theory to hypothetical program we developed for a specific population. We also developed a logic model to show the various components aligned with the Health Belief Model.

4. Developing and Evaluating Physical Activities Interventions

Develop and evaluate physical activity interventions in diverse community settings.

KIN 796 – Program Planning and Evaluation I was able to hypothetically develop a program aimed a specific population at risk of for diabetes. Through discussion with my partner in this class we developed an intervention that culturally aligned with the

target population but also educated them over nutrition and physical activity. This class helped me develop how to think through the various components in developing my nutrition coaching framework.

5. Support Evidence-based Practice

Create evidence-based strategies to promote physical activity and communicate them to community stakeholders.

KIN 612 – Policy, Built Environment and Physical Activity and KIN 616 – Obesity and Physical Activity, Environment, and Policy Influence were two classes that allowed me to learn about various policies that impact populations and the health outcomes. When taking these classes I was able to develop tools for a specific population, in my college students, and communicate the benefits of physical activity and nutrition in their environment. This allowed me to think about the various resources available to my college student population and the various ways to network and partner for better reach. In KIN 890 – Graduate Seminar in Physical Activity I was able to prepare a presentation aimed at my potential partners that could help with leading nutrition coaching with the peer-to-peer model utilizing student dietetic interns. I researched the topic and presented the benefits to the dietetic program and how it can meet dietetic competencies and a real-world application.

Appendix

Appendix A - Appendix A: Nutrition Intake Form

Nutrition Coaching Intake Form - K-State Rec Services

Start of Block: Contact Information

Q35 Elevate your well-being with our nutrition coaching program! You'll receive personalized guidance on how to fuel your body. Our registered dietitian will work with you to optimize your nutrient intake based on your unique goals during 1:1 sessions. We ask that you answer all questions honestly with as much detail as possible to your level of comfort, to help our registered dietitian provide individualized guidance based on your needs. All information provided will remain confidential. We look forward to working with you.

Q1 First & Last Name:

Q2 Preferred Email:

Q3 Preferred Phone Number:

Q4 K-State eID:

Q6 Emergency Contact Name & Their Phone Number:

Q10 How did you hear about nutrition coaching at the rec center?

- ☐ Friend (1)
- ☐ Student staff or peer (2)
- ☐ Professor (3)
- ☐ Staff (4)
- ☐ Campus outreach program (5)
- ☐ Referral from Lafene (6)
- ☐ Dining Center (7)
- ☐ K-State Today Email (8)
- ☐ Social Media (9)
- ☐ Flyer (10)
- ☐ Other: (11) _____

End of Block: Contact Information

Start of Block: Personal Information

Q5 Campus Affiliation:

- ☐ Student (1)
- ☐ Faculty (2)
- ☐ Staff (3)
- ☐ Alumni (4)
- ☐ MHK Community (5)

Q8 Student Classification:

- ☐ Freshman (1)

- o Sophomore (2)
 - o Junior (3)
 - o Senior (4)
 - o Graduate (5)
 - o PhD/Doctoral (6)
 - o Not Student (7)
-

Q7 Major/Degree/Department:

Q9 Which best represents our racial or ethnic heritage? (select at least one)

- ☐ American Indian or Alaska Native (1)
 - ☐ Asian (2)
 - ☐ Black or African American (3)
 - ☐ Hispanic or Latinx/e (4)
 - ☐ White (5)
 - ☐ International (6)
 - ☐ If not listed above, enter it here: (7)
-

Q24 Where do you live?

- o Residence Hall/Dorms (1)
 - o Greek Housing (2)
 - o Off-campus, most could walk to the rec center from where I live (3)
 - o Off-campus, most need to drive to the rec center from where I live (4)
-

Q25 If you work, what type of work do you do?

Q11 Gender Identity:

- ☐ Female (1)
 - ☐ Male (2)
 - ☐ Non-binary (3)
 - ☐ My gender is: (4) _____
 - ☐ Prefer not to disclose (5)
-

Q12 Pronouns:

- ☐ He/him/his (1)
 - ☐ She/her/hers (2)
 - ☐ They/them/their (3)
 - ☐ I do not use pronouns (4)
 - ☐ My pronouns are: (5) _____
-

Q13 Age:

Q14 Height:

Q15 Current Body Weight:

Q29 In the last month, on average, what type of **moderate to vigorous aerobic/cardiovascular exercise** have you participated in? Include days per week, how long the activity/workout took, and intensity that you put into it (examples: jogging 2x weekly for ~20 minutes at low intensity, cycling class 45 minutes 1 time a week high intensity). Type in N/A if you don't participate in any cardio type of activities.

Q31 In the last month, on average, what type of resistance training have you participated in? Include days per week, how long the activity/workout took, and intensity that you put into it (examples: weightlifting, moderate intensity, 2x weekly for ~45 minutes) Type in N/A if you don't participate in any cardio type of activities.

End of Block: Personal Information

Start of Block: Client History & Assessment

Q16 I am interested in:

- ☐ Gaining weight (1)
- ☐ Losing weight (2)
- ☐ Maintaining my weight (3)
- ☐ I am not interested in my weight (4)

Q17 Indicate your desired body weight:

Q18 Please indicate why you would like to weigh this amount:

Q19 Have you been diagnosed with any of the following conditions?

- ☐ Binge Eating (1)
- ☐ Celiac disease (2)
- ☐ Food allergy/sensitivity/intolerance (3)
- ☐ Gastroesophageal reflux disease (GERD) (4)
- ☐ GI issues (5)
- ☐ High cholesterol (6)
- ☐ Iron deficiency (7)
- ☐ High blood pressure (8)
- ☐ Irritable bowel syndrome (IBS) (9)
- ☐ Polycystic ovary syndrome (PCOS) (10)
- ☐ Type 1 Diabetes (11)
- ☐ Type 2 Diabetes (12)
- ☐ Other (13) _____
- ☐ Not applicable (14)

Q20 Are you at risk for any medical conditions or diseases but have not received diagnosis?

- o Yes, I've entered it below: (1)

- o No (2)

Q21 List any surgeries, date of surgery, and how it impacted your nutrition:

Q22 List any medications you currently take, including any side effects for each: (prescription or over-the-counter)

Q23 List any supplements you are currently taking: (vitamins, protein powders, herbs, etc.)

Q38 Do you have any allergies or food sensitivities?

- ☐ No (1)
- ☐ Yes, allergy to this food/ingredient (2)

- ☐ Yes, sensitivity to this food/ingredient (4)

End of Block: Client History & Assessment

Start of Block: Nutrition Assessment

Q26 How would you like to participate in nutrition coaching?

- ☐ One-on-one (In-person) (1)
- ☐ One-on-one (Zoom) (2)

Q27 What would you like to discuss during your nutrition session?

Q28 Please select any of the options that apply to why you are seeking nutrition coaching:

- ☐ Establish a healthy diet (1)
- ☐ Sports/competition training (2)
- ☐ Fat loss/decrease fat% (3)
- ☐ Increase muscle mass (4)
- ☐ Other (5) _____

Q32 Have you felt your food supply has been inadequate this semester? (ate less because you could not afford food)

- ☐ Sometimes (1)
 - ☐ All the time (2)
 - ☐ Rarely (3)
-

Q33 Do you currently follow a certain way of eating?

- ☐ Vegetarian (1)
 - ☐ Vegan (2)
 - ☐ Keto (3)
 - ☐ Intermittent Fasting (4)
 - ☐ Low-fat (5)
 - ☐ Mostly plant-based (6)
 - ☐ Other-please list: (7) _____
-

Q34 Do you drink alcoholic beverages? For measuring purposes, a drink consists of: 12 fl oz of regular beer 5 fl oz of table wine 1.5 fl oz shot of 80-proof spirits "hard liquor")

- ☐ No (1)
 - ☐ Yes - include how many per day or week (2)
- _____
-

Q36 Is there any other information you would like to provide us with before we get started that may help us provide better guidance during our sessions?

Q37 By submitting this form I agree to the following: 1. Provide payment after completing this form and scheduling my nutrition session. 2. I understand that health insurance does not cover the purchase of these nutrition services and will be paid out of pocket. 3. Refund Policy: I understand there are no refunds for these nutrition services. 4. Cancellation policy: If I cancel within a 24 hours or less of session start time or don't show up for my session, I forfeit my scheduled session. 5. Late Policy: The session will be held for 10 minutes. If the session starts late, it will end at the original time frame the session was schedule for. 6. Remaining sessions will expire after 30 days. 7. I certify that I have answered all questions honestly and to the best of my ability. I understand the importance of providing complete and accurate responses. 8. I have read and agree to the policies and procedures listed above:

- ☐ I agree (1)
- ☐ I dot not agree and no longer want to participate in nutrition coaching (2)

End of Block: Nutrition Assessment

Appendix B - Nutrition Presentation for College Groups







Carbohydrates

- **Function**
 - The body's primary source of energy
 - Regulate blood glucose within the body
 - Body converts carbohydrates into glucose providing immediate energy source for all forms of exercise
 - Moderate to high 6-10 g/kg

Protein

- **Function**
 - Helps your body build and repair body's tissue
 - Vital for health of your skin, hair, muscles, bones, and red blood cell production
 - Regulate the passage of substances across cell membranes
 - Amino acids are the basic structure of proteins
 - Endurance: 1.2-1.4 g/kg/d
 - Resistance/Strength: 1.6-1.7 g/kg/d



Fat

- Function
 - Helps give your body energy
 - Protects your organs
 - Crucial role in regulating hormones
 - Needed for absorption of fat-soluble vitamins ADEK
 - Omega 3 Fatty Acids
 - Body can't produce
 - Brain Function
 - Promote growth and development
 - Reduce inflammation

Choosing the best Drink

- Water
- Low-calorie flavored water
- Low fat milk and flavored milks
- Drinks with low calories
- Drinks low in added sugars
- Drinks low in saturated fats
- Drinks with low no caffeine

Drink Much Less of, or Avoid

Soda
Sweet tea
Sugary drinks
Energy drinks
Alcohol

Tips for Adding more Color

- Add sliced veggies into your eggs, or omelets
- Layer your sandwich with spinach or arugula, tomatoes, onions, small dab of spread or avocado
- Layer your pizza with veggies
- Dip carrots into hummus
- Bake or sauté your zucchini, yellow squash, and/or chickpeas with spices
 - Paprika, chili powder, garlic, lemon juice or lemon pepper



Residence Hall Fueling

- Stock your mini-fridge
 - Milk and chocolate milk
 - Yogurt and cheese
 - Deli turkey, chicken, and/or ham
 - Frozen fruit and veggies
 - Frozen meals
- On your shelf
 - Whole grains breads
 - Oatmeal packets, whole grain cereal, granola, protein bars
 - Peanut butter, nuts and trail mix
 - Fruits and shelf stable vegetable (carrots, oranges, apples, celery, avocado)



On-Campus Resources

- Cat's Cupboard
 - M-Th 10 am – 6 pm, Fri 10 am – 2 pm
 - Location: 1021 Denison
 - Eligibility: Currently enrolled students (1 cr. hr) & Faculty/Staff on Thursdays
 - First Visit: Check in and complete survey
 - K-State Wildcat ID or employee ID.
 - Some suggested limitations on items
 - "Check out" - inventory



- K-State On-Campus Dining
 - Derby Dining Center
 - Kramer Dining Center
- Retail locations

Wellbeing

- Aim for 7-9 hours of sleep
- Mind & body
- Social influences
- Setting healthy boundaries
- Get some sun
 - Use sunblock with zinc oxide

Recommended Hours of Sleep

TABLE 14.1: National Sleep Foundation Recommended Hours of Sleep

Age Range	Recommended Hours of Sleep
School-Age: 6 to 13 years old	9 to 11 hours
Teen: 14 to 17 years old	8 to 10 hours
Young Adult: 18 to 25 years old	7 to 9 hours
Adult: 26 to 64 years old	7 to 9 hours
Older Adult: 65 or more years old	7 to 8 hours

Adapted from Hirshkowitz et al., 2015



Adults need a mix of physical activity to stay healthy.

Moderate-intensity aerobic activity*

Anything that gets your heart beating faster counts.

at least
150
minutes
a week

AND

Muscle-strengthening activity

Do activities that make your muscles work harder than usual.

at least
2
days
a week

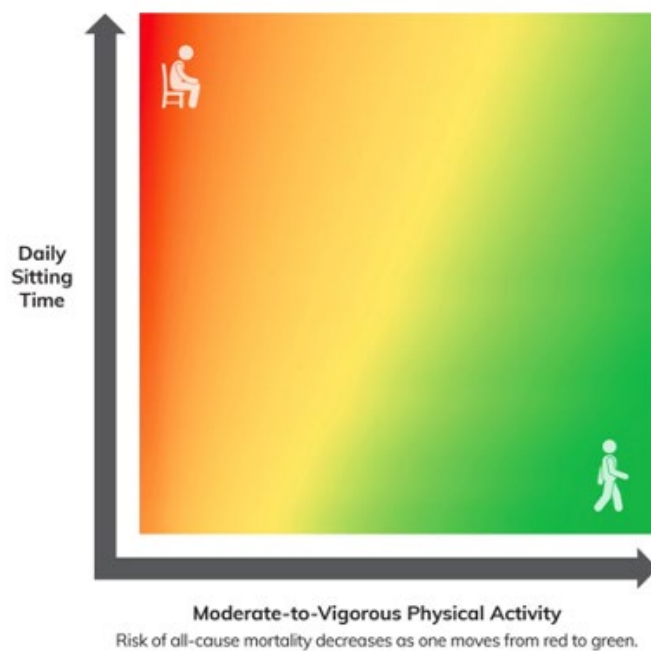


* If you prefer vigorous-intensity aerobic activity (like running), aim for at least 75 minutes a week.

If that's more than you can do right now, **do what you can**. Even 5 minutes of physical activity has real health benefits.

Walk. Run. Dance. Play. **What's your move?**

\$



Food First

All foods fit

It's about what
you consistently do

Thank you!

Nutrition Coaching

Elevate your well-being with our nutrition coaching program! You'll receive personalized guidance on how to fuel your body.

Our registered dietitian will work with you to optimize your nutrient intake based on your unique goals in a group session or individualized sessions.

Complete the following contact info questions and we'll follow up with more information on how to sign up!

Mitzie Rojas
Mitzie@ksu.edu



References

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Appendix C - Website Copy

Kansas State University

Sign InBrowse A-Z

Recreational Services

Search

About Us

Rec Complex

Programs

K-State home

Rec Services home

Fitness

Nutrition Coaching

Fitness Programs

Personal Training

Group Fitness

Nutrition Coaching

Intramurals

Outdoor Rental

Climbing Wall

K-State Challenge Course

Nutrition Coaching

Helping you fuel your best self with Nutrition Coaching at the Rec Center

Elevate your well-being with our nutrition coaching program! You'll receive personalized guidance on how to fuel your body. Whether you're looking to improve your energy, build healthy habits, or feel more confident in your food choices, we're here to help you succeed.

Our registered dietitian will work with you to optimize your nutrient intake based on your unique goals in a group session or individualized sessions. A Zoom option is available for 1:1 sessions only.

Nutrition options available:

Option 1: One-on-one Nutrition Coaching

2 session package at \$15 includes:

- Initial session: 45 minutes – discuss baseline information and goal setting & implementation
- Follow-up 30-min session: Discuss process and adjust actions steps towards nutrition goal

How to sign up:

- Complete the [intake form here!](#)
- You will receive an email from: mitzie@ksu.edu to schedule our appointment.
- After your scheduled session has been confirmed, purchase your 2-session package in our admin office M-F 8:00 am – 5:00 pm, or call in at 785-532-6980 during that time.

Option 2: Group Nutrition and Movement Program

Energize and Align: Nutrition & Movement for Balance

Our group workshops combine interactive discussions on key nutrition topics for each session and will include yoga and mobility exercises to help you align your nutrition goals with your college lifestyle. Join us to build healthy nutrition and movement habits, enhance your well-being, and find balance both on and off the mat together. Led by our dietitian who is also a certified yoga instructor. See registration information for this group program below:

- 2 nutrition & movement sessions for \$5 includes the following dates:
- Group session 1: Fri, Nov 8 @ 3:30 – 5:00 pm
- Group session 2: Fri, Nov 15 @ 3:30 – 5:00 pm
- Location: Studio 1

How to sign up:

- Purchase your registration for Energize and Align in our admin office or by calling (785-532-6980) M-F, 8:00 am – 5:00 pm.
- Deadline to register is Friday, Nov 8 at 3:30 pm

f

X

ig

Recreational Services

38

Appendix D - Nutrition Session Interview Guide & Documentation Template

Interview Guide & Nutrition Coaching Session Notes

Client: _____ Date: _____ Session: _____ In-person or Virtual _____

Food Recall: Discuss nutrient analysis if tracking or write it out together to build plan

BMR + Activity Factor: Provide client with calculated daily energy needs, if appropriate, based on PA/fitness goals

Nutrition Education: Provide any relevant nutrition education and provide handout(s) to help with goals

Intake Form Topics:

Engage

Introductions

Inquire why client is here

Build Rapport

Focus

What do they expect to get out of session?

Have they considered behavior changes?

Evoke

Why do they want to make a change?

What benefits are most important to them?

How might their life improve?

Plan

Let the client set their goals & how to achieve them?

Write down objectives?

Discuss coping with obstacles.

Stage of change:

Relevant MI questions:

Schedule follow up session:

Nutrition Coaching Session Documentation

Name: _____
Date of Appointment: _____
Nutrition Coach: _____
Session: ____ / ____

ASSESSMENT

Age: _____ Height: _____ BMI: _____ Gender: _____

Medical Hx: _____ Medication(s): _____ Supplement(s): _____

Estimated Energy Needs (range): - _____ kcals/day (based on _____ equation with _____ activity factor)

Possible break up of macronutrients:

Pro (____ % of kcals): _____ g/PRO/day

CHO (____ % of kcals): _____ g/CHO/day

Fat (____ % of kcals): _____ g/FAT/day

Session Note - Reason for Appointment:

DIAGNOSIS

INTERVENTION

Goals:

Topics to discuss next time:

MEASUREMENT & EVALUATION

Follow up session date:

Nutrition Coach Signature: _____

Appendix E - Marketing Flyer



Nutrition Coaching



OUR SERVICES

One-on-one Nutrition Coaching

- 2 session package at \$15 to provide you with personalized guidance on how to fuel your body.
- Complete the intake form first found on our website before registering

Energize and Align: Nutrition & Movement for Balance

- Two group sessions that combine key nutrition topics followed by yoga and mobility for \$5.
- Friday, Nov 8th & 15th @ 3:30 - 5:00 pm



For more details on how to sign up, visit our nutrition coaching website using the QR code.

@kstaterec

<https://recservices.k-state.edu/programs/nutrition-coaching/>

ELEVATE YOUR NUTRITION

Appendix F - Appendix F:

Handout 1: Dorm Room Essentials



Dorm Room Essentials

carbs



Mini Fridge
broccoli
baby carrots
celery
cucumber
edamame
green beans
peppers
pineapple chunks
salsa or hummus
salad kit
On your shelf
berries
orange
apple
banana
kiwi
peach
pears
tomatoes
bread
tortillas
instant rice
oatmeal packets
cereal

+

fats



Nuts
walnuts
pecans
macadamia
hazelnuts
almonds
pistachios
cashews
peanuts

avocado
flax meal
pumpkin seeds
coconut milk
nut butters
tahini
hummus
tuna packet/canned

+

proteins



Animal Proteins
hard boiled eggs
tuna packet/canned
beef jerky
deli meat
cheese slices
cheese sticks
yogurt
milk/alt

Beans
black beans
lentils
chickpeas
pinto beans
white beans

Seeds
sunflower seeds
pumpkin seeds
sesame seeds
chia seeds

protein bar

putting it together

Be creative with your combinations!

Raw or roasted low GI-vegetables + dips:

- cucumbers + hummus
- beans + salsa
- carrots + tahini sauce
- peppers + black bean dip

Raw fruits or vegetables + nut or seed butter: + topping:

- apple slice + nut butter + flax meal
- celery + almond butter + sunflower seeds

Smoothies [2/3 fruit + 1/3 vegetable & liquid]

Chia pudding + fruit + seeds

Hard boiled egg + mashed avocado

Top your salad with tuna + mashed avocado + sesame seeds

Add some tomatoes or splash of lime to beans to absorb iron

Handout 2: Grocery Shopping Tips for College Students on a Budget



GROCERY SHOPPING TIPS FOR COLLEGE STUDENTS ON A BUDGET



As a college student, a budget can be helpful to keep you from overspending. Grocery shopping is no different. Here are some tips when making food choices aligned with each food group while grocery shopping.

- Plan before heading to the grocery store:
 - Make a list
 - Utilizing the store app for coupons!
- Eat before you shop & stick to your plan to avoid impulse purchases of less nutrient-rich foods
 - Aim for less processed foods when possible
- Choose store brands to help you stay within your budget
 - Look above or below eye-level shelves for these options

1



Fruits & Vegetables

- Key source of dietary fiber, vitamins, and other micronutrients
- Helps protect against infections
- Aim to purchase "in season" & whole foods over pre-cut/sliced
- Consider canned and frozen fruits and vegetables food items; without added sauces

Fruit Daily recommendations:
Women 19-30 yrs: 1.5 - 2 cups
Men 19 - 30 yrs: 2 - 2.5 cups

Vegetable Daily recommendations:
Women 19-30 yrs: 2.5 - 3 cups
Men 19 - 30 yrs: 3 - 4 cups

2



Grains



- Two grain groups: whole grains and refined grains
- Aim for mostly 100% whole grains
- Whole grain examples: 100% whole wheat bread, brown rice, oatmeal
- Refined grains, look for "enriched" which is where certain B vitamins are added back - good for quick fuel however, fiber is not added back to enriched grains
- Refined grain examples: bagels, noodles, pasta, white bread

Grains Daily recommendations:
Women 19-30 yrs: 6-8 oz-equivalent with 3-4 from whole grains
Men 19 - 30 yrs: 8 - 10 oz equivalent with 4 - 5 from whole grains

- What counts as an ounce-equivalent?
 - 1 slice of bread
 - 1 cup of ready to eat cereal
 - 1/2 cup of cooked rice or cooked pasta

3

Protein



- Helps repair muscles and supports bone health
- Choose a variety that to obtain a variety of nutrients like vitamin B, vitamin E, iron, zinc, and magnesium
- Protein examples: meat, poultry, eggs, beans, lentils, peas, nuts, seeds, and soy products
- When possible, aim for bigger package ground meat and freeze what you don't use for later
- Aim for lean meat cuts, and healthy fatty acids in seafood.

Protein Daily recommendations:
Women 19-30 yrs: 5 - 6.5 oz-equiv
Men 19 - 30 yrs: 2 - 6.5 - 7 oz equiv
oz-equiv: 1 egg, 1 oz meat, 1/4 cup cooked beans



4

Dairy



- Builds and maintains strong bones
- Includes calcium potassium, vitamin D, and protein
- Dairy examples: milk, lactose-free milk, yogurt, cheese, fortified soy milk and yogurt
- Only buy what you will consume before expiration date
- Dairy group does not include foods made from milk with little calcium and high fat content

Dairy Daily recommendations:
Women 19-30 yrs: 3 cups
Men 19 - 30 yrs: 3 cups



Resources: MyPlate.gov | U.S. Department of Agriculture, 2020; USDA, 2020

Handout 3: Brainstorming Handout

Front

Back

My Top 3 Goals Brainstorming Worksheet

	GOAL Write the top goals you have in mind. Start with the one you think is most important.	HABITS Write down the habits that get you closer to your goal.	BARRIERS Habits that get in the way of you reaching your goal.
1		1. 2. 3.	1. 2. 3.
2		1. 2. 3.	1. 2. 3.
3		1. 2. 3.	1. 2. 3.

Make Your Plan

Short-term Goal:

1. Choose one goal to work on that is short-term. Include when you'd like to have goal accomplished:

2. Choose 1-2 habits to work towards:

3. Choose 1-2 habits to work towards eliminating/changing:

4. How will you set up your environment to help you towards the habits you will pick up:

5. Realistic time you plan to commit to the habits to work towards (1-3x weekly, monthly):

Long-term Goal:

1. Choose one goal to work on that is more long-term. Include when you'd like to have goal accomplished:

2. Choose 1-2 habits to work towards:

3. Choose 1-2 habits you plan to eliminate/change:

4. How will you set up your environment to help you towards the habits you will pick up:

5. Realistic time you plan to commit to the habits to work towards (1-3x weekly, monthly):

Mitzie Rojas, RDN, LD

Handout 4: Relaxation Meditation

Front

Relaxation...
Breathing...
Meditation...



When trying to *relax*, it is important to become aware of your sensations. Some refer to this as “*grounding*” yourself.

Mental Grounding

- Take note of your surroundings and aim to name:
 - 5 things you see, 4 you hear, 3 that you feel, 2 that you smell & 1 that you taste
- Use imagery like floating down a river to on the perfect sunny day as if your stress is floating away too.
- Practice meditation. Start with 1 minute of focusing on inhaling and exhaling evenly. This practice can help you become more self-aware.

Physical Grounding

- Dig your heels into the floor. Take note of the tension centered in your heels and acknowledge your literal connection to the ground.
- Focus on your breath. Notice what is happening as you inhale & exhale.
- Touch various things like your clothing, keys, the wall, and notice the textures, colors, weight and temperatures.

Soothing Grounding

- Think of your favorite song, color, animal, your favorite person. Reflect on how you feel when you engage with each of your favorites.
- Give yourself grace and say a comforting or kind statement to yourself as if you were talking to a younger version of yourself.
- Listen to calming music. Make a playlist dedicated to you that you can listen to when you need a pick me up.

Back

Relaxation...
Breathing...
Meditation...



To promote mindfulness and help dispel stress, being intentional about taking deeper breaths is key¹. This is why breathing exercises during yoga class, meditation, or box breathing can help improve mood and cognitive processing². Box breathing is a simple yet powerful way to start and gain relaxing benefits³.

Box Breathing

First, find a quite space and sit comfortably. You can also lay down if that is available to you. Then, close your eyes if you feel comfortable doing so to help you focus on your intention.

1. Inhale for a slow four seconds and as you breathe in deeply feel your lungs as they fill up.
2. Hold your breath for another four seconds. Take note it might feel strange at first.
3. Exhale slowly and evenly for four seconds. As you do this, imagine your worries leave as you breathe out
4. Hold your breath again for four seconds as this will allow you to pause before you begin another cycle or “box” breathing.

Meditation Prompts

1. Think of being a seed and as you inhale and exhale, imaging your growth.
2. Think of your favorite memory that made you feel joy and allow that feeling to set in as you inhale and exhale
3. Focus on your breath as you inhale and exhale and note the various sensations through out body.

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Mitzie Rojas, RDN, LD

1. Calm. (2023, October 16). Box breathing: how to do it and why it matters. Calm Blog. <https://www.calm.com/blog/box-breathing>

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Appendix G - Evaluation Tool

Post-Evaluation: Nutrition Sessions

Survey Flow

Block: (4 Questions)

Page
Break

Start of Block:

Q1 Did you find the nutrition session(s) helpful?

- ☐ Yes (1)
 - ☐ Maybe (2)
 - ☐ No (3)
-

Q2 Would you be interested in continuing this service in the future?

- ☐ Yes (1)
 - ☐ Maybe (2)
 - ☐ No (3)
-

Display this question:

If Would you be interested in continuing this service in the future? = Yes

Q3 If you are interested in continuing this service in the future, how many extra sessions would you be interested in signing up for?

- ☐ 1-2 (1)
- ☐ 3-4 (2)

o 5+ (3)

Q4 What are 1-2 ways this nutrition coaching service can be improved?

End of Block:

Appendix H - Halloween Snacks with Nutrition Note

Pre-workout snack

Fuel your workout with a carb-rich snack!

Want to learn more?



Sign up for 1:1 nutrition coaching or group coaching & movement.

Post-workout Snack

Aim for protein and carbs in a post-workout snack to help replenish the energy used in your workout. Protein will help your muscles repair and recover.

Want to learn more?



Sign up for 1:1 nutrition coaching or group coaching & movement.

Combo Snack

A carbohydrate-protein combo snack can assist in stabilizing blood sugars between meals.

Want to learn more?



Sign up for 1:1 nutrition coaching or group coaching & movement.