



Building a Nutrition Coaching Framework within a Collegiate Recreation Center

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About Me

- Hometown: El Paso, TX
- Bachelor of Science – Kinesiology: Exercise Science from the University of Texas at El Paso (UTEP) in 2010
- Bachelor of Science – Dietetics, minor: nutrition from Kansas State University in 2014
- Completed my coordinated internship for dietetics in 2016 – 2017 & became a dietitian in 2020
- Certified Personal Trainer and Group Fitness Instructor since 2010
- Currently work as Asst. Dir., Fitness with Recreational Services
- My passion for fitness & nutrition started when I participated in a pageant
- Fun Fact: I had the opportunity to dance on the field at the Sun Bowl (UTEP) during a halftime college football game while Rihanna sang on stage
- My favorite thing about life right now is my American Bully, Mia



Outline

- Applied Practice Experience (APE)
- Purpose
- Learning Objectives
- Framework Overview
- Background
- APE Products
- Competencies & Coursework
- Limitations & Alternative Approaches
- Future Directions
- Conclusion



Applied Practice Experience (APE)

- APE Site: Recreational Services at Kansas State University
 - Chester E. Peter's Recreation Complex
- APE Dates: Spring 2024 – Spring 2025
- Preceptor from K-State Athletics:
 - Scott Trausch, Director of Sports Diet and Nutrition
 - Morgan Kropp, Assistant Sports Nutritionist
 - LaReine Schock-Leonard, Assistant Director of Sports Nutrition (currently Dietitian – US Army)



Purpose

- Provide a service that can support college students with their nutrition goals for their active lifestyle while utilizing evidence-based tools and techniques led by a **registered dietitian nutritionist (RD/RDN)**.
- This service would be provided at the recreation center where fitness & nutrition mindset is already in place.

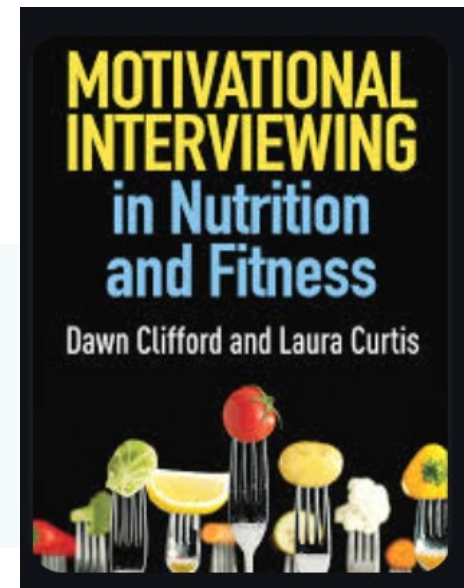


Learning Objectives

- **Objective 1: Facilitate Collaboration with Student Groups**
 - AFROTC, MAPS, DAS 100
- **Objective 2: Develop a nutrition coaching framework**
 - Developed various products – intake form, dietitian resources, and website copy
 - Provide a service that can add to the Health Promoting University Designation (HPU)
- **Objective 3: Increase practitioner skills to connect with students**
 - MI resources, text, online, and practice
- **Objective 4: Implementing a theory into nutrition coaching**
 - Created theory-based resource to use in nutrition sessions



DSC DIETITIAN
SUCCESS
CENTER



Framework Overview

Develop the foundation for a nutrition coaching program:

Various conversations, meetings with preceptor, mentors, on campus resources available



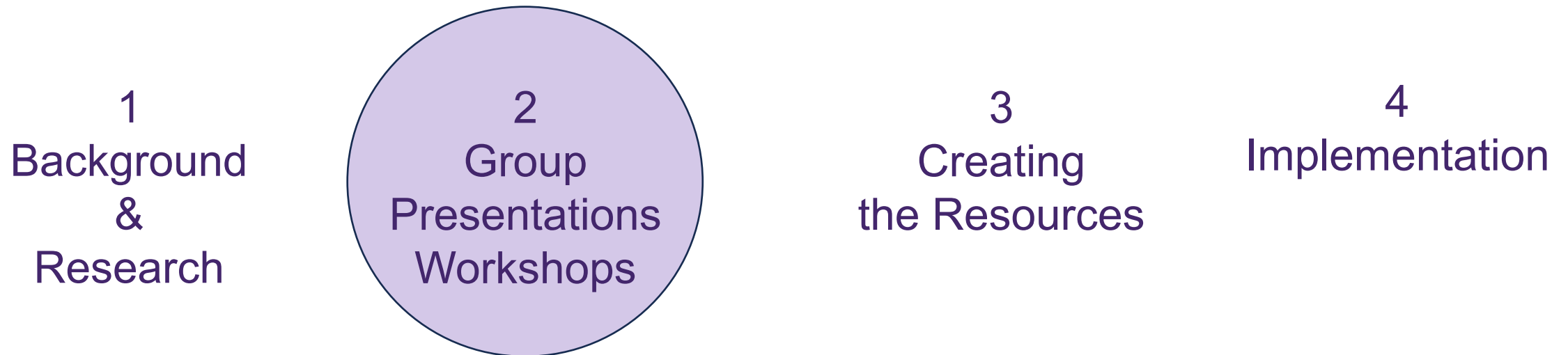
2
Group
Presentations
Workshops

3
Creating
the Resources

4
Implementation

Framework Overview

Air Force ROTC, Multicultural Academic Program Success (MAPS),
DAS 100 class, Kinesiology class talks promoting new nutrition
service



Framework Overview

Intake form, interview guide, handouts, needed for dietitian to prepare for and utilize for nutrition sessions

1
Background
&
Research

2
Group
Presentations
Workshops



4
Implementation

Framework Overview

Soft launch to help refine the service

1
Background
&
Research

2
Group
Presentations
Workshops

3
Creating
the Resources



Barriers to Health

- **Barriers to Healthy Eating in College Students**
 - Time constraints, stress, convenience of less healthy foods, frequent snacking
- **Social Determinants of Health** – influences or conditions in an environment
 - **Relationship** with socio economic status and food insecurity
 - Food insecurity **increases risk of health disease**, may also be limited to having healthcare access
 - Stigma food insecurity
- College students experiencing food insecurity can have **negative impacts** on their
 - Academic success
 - Mental health
 - Well-being

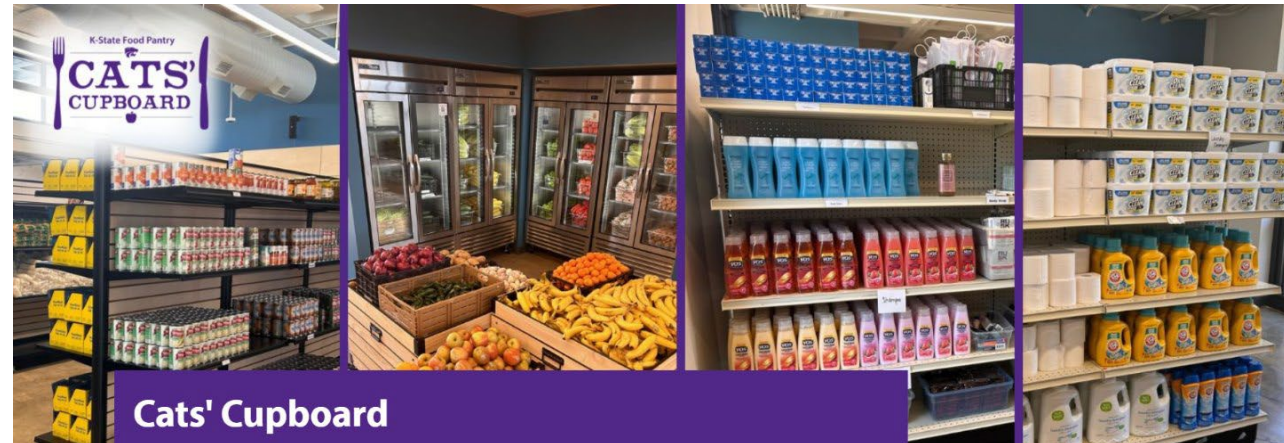
Food Security

- **How Can Nutrition Help**

- Proper nutrition is essential for college student success
- Enhance productivity

- **Cats' Cupboard**

- Food pantry resource offers food items and hygiene items at no cost to students at no cost



A Registered Dietitian (RD) can help improve knowledge and increase confidence in food choices to enhance proper nourishment

The American College Health Association-National College Health Assessment (ACHA-NCHA)

Low or very low food security amongst college students increased from 44.7% in Spring 2022 to 48.6% in Spring 2024.

Table 1 Food Security responses from NCHA – Spring 2022 & Spring 2024

	Spring 2022	Spring 2024
High or marginal food security	55.3%	51.4%
Low food security	25.3%	26.5%
Very low food security	19.4%	22.1%

Undergraduate Student Reference Group consisting of 54,204 respondents in Spring 2022 & 79,246 Spring 2024

The American College Health Association-National College Health Assessment (ACHA-NCHA)

Low food security	Spring 2022	Students
increased	A survey of	2024.
Table 1	1,230 enrolled students at	024
	Kansas State University, found that	
High food security	nearly 40% experienced having low or	
Low food security	very low food security	
Very low food security		
Undergraduate		

The American College Health Association-National College Health Assessment (ACHA-NCHA)

Table 2 Nutrition Responses from NCHA – Spring 2022 & Spring 2024

	Spring 2022	Spring 2024
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days	71.4%	73.2% 
Drinking energy drinks or shots on 5 or more of the past 30 days	11.9%	16.9% 
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	17.9%	17.5% 
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	27.8%	26.0% 

Undergraduate Student Reference Group consisting of 54,204 respondents in Spring 2022 & 79,246 Spring 2024

The American College Health Association-National College Health Assessment (ACHA-NCHA)

Table 2 Nutrition

		2	Spring 2024
Drinking 1 or more last 7 days	Increase in sugar-sweetened beverages Decrease in fruit & vegetable consumption		73.2% 
Drinking energy			16.9% 
Eating 3 or more			17.5% 
Eating 3 or more days			26.0% 

Undergraduate Student Reference Group consisting of 54,204 respondents in Spring 2022 & 79,246 Spring 2024

How can we address this?

Committing to health and well-being of our students

- **Integrating nutrition coaching into an existing fitness environment**
 - The recreation center is an ideal space to support students in fueling for their fitness and health
 - Students already visit the rec center, making familiar space
 - Bridges the gap between exercise and nutrition for improved well-being
 - Leverages existing fitness mindset to introduce better fueling strategies and resources
- **Communicate Impact**
 - Collaborate with campus colleagues for better reach & effectiveness
 - Partner with ongoing university programming like with Health Promoting University
 - "Embedding health into all aspects of campus culture..."
 - "Lead health promotion action and collaboration locally..."
 - As a RD - address barriers in nutrition session & connect to campus resources like Cat's Cupboard

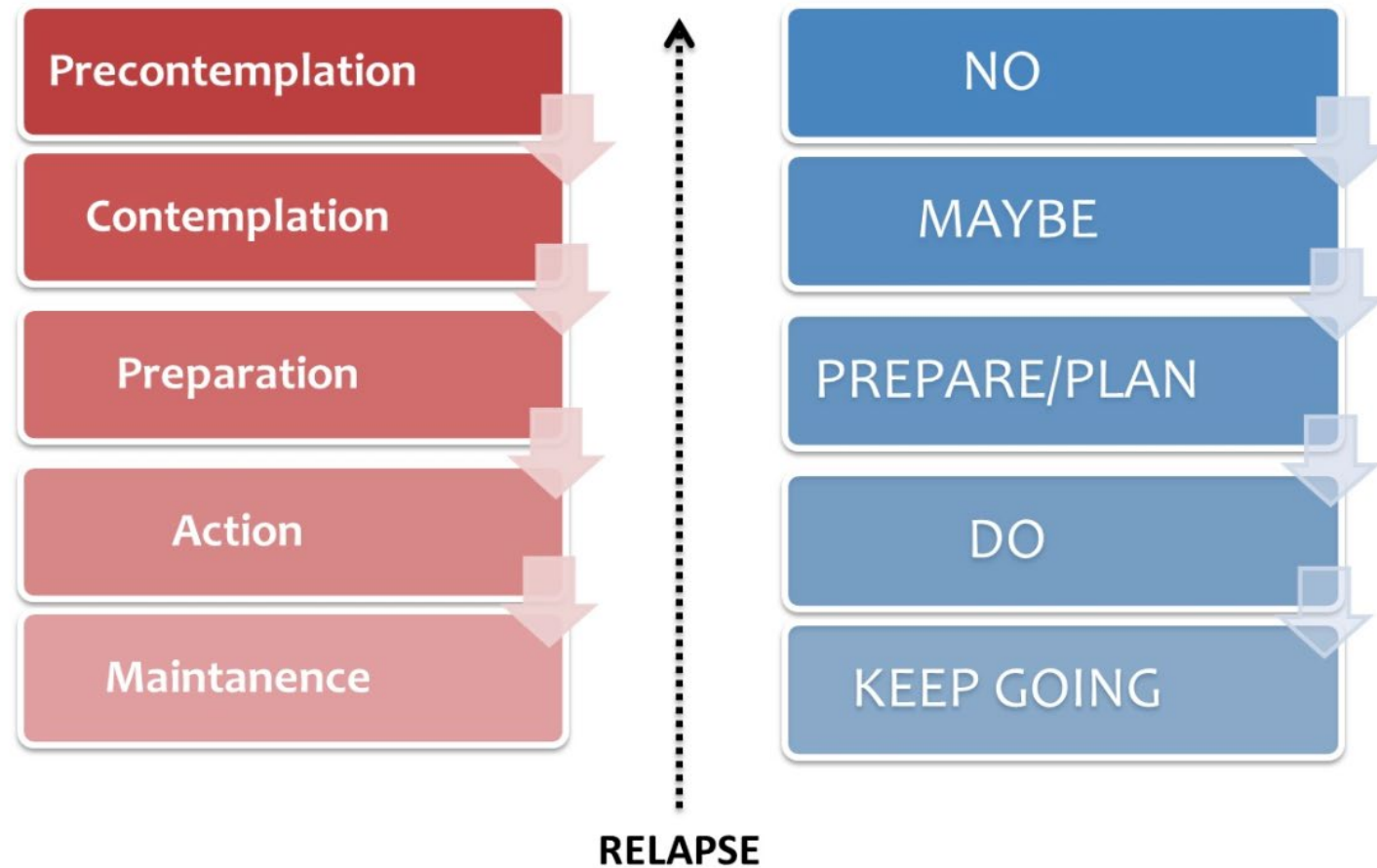
Transtheoretical Model (TTM)

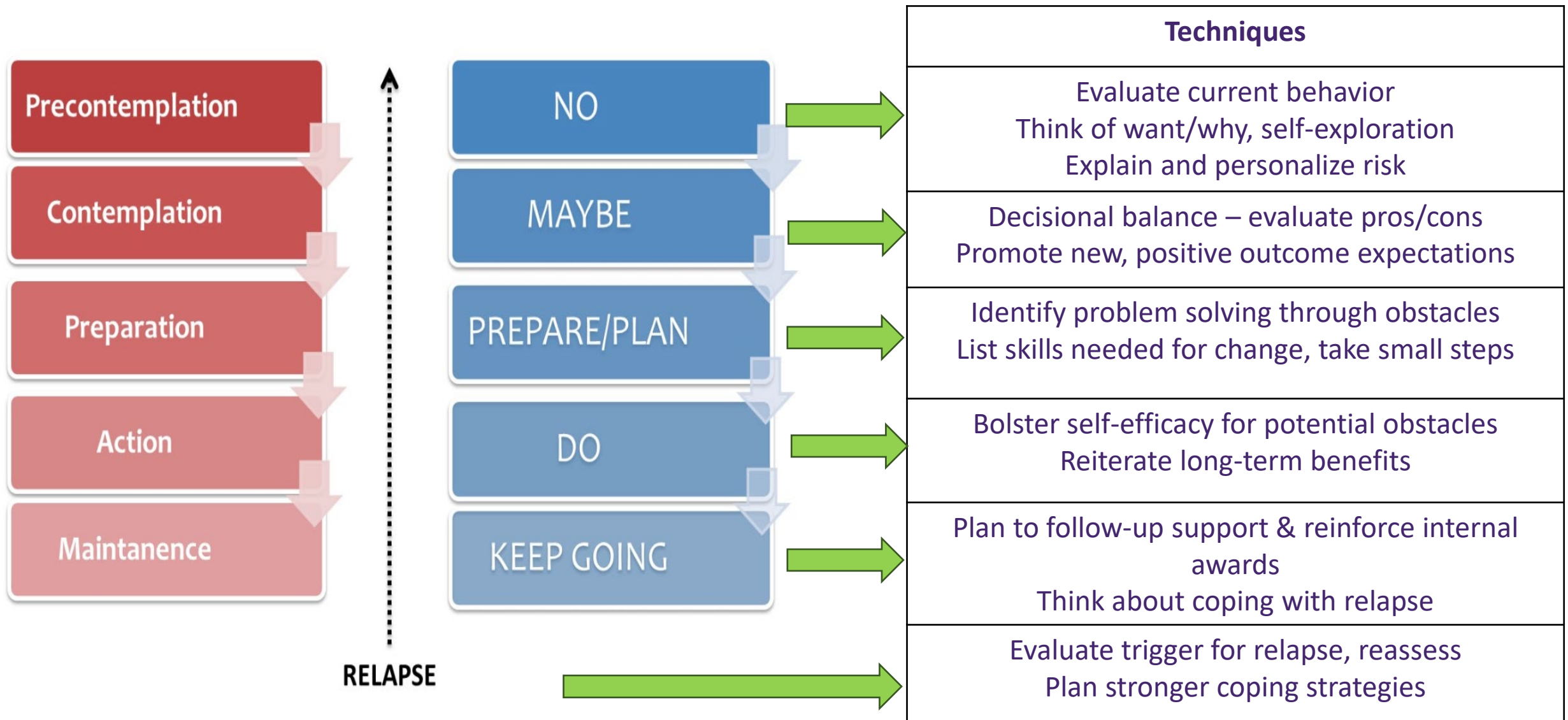
Includes stages of change for assessing readiness to change a behavior

- **Key influencing factors**
 - Self-efficacy - a person's confidence
 - Decisional balance - weighing pros and cons
- **Tailored Interventions**
 - TTM can assist a dietitian with providing personalized nutritional goals for effective behavior change

Transtheoretical Model

Stages of change





Motivational Interviewing

MI is an evidence-based conversational style approach that is client-centered.

- Client-centered & goal oriented
 - Encourages intrinsic motivation for behavior change
- Aligns with TTM
 - Supports movement through the stages of change
- Practical Application
 - Used in nutrition counseling by registered dietitians
- Sustain Talk vs Change Talk
 - Resistance to change vs readiness for change
- Four Key Processes
 - Engage
 - Focus
 - Evoke
 - Plan for change

Four Key Processes & Microskills in MI - Nutrition Session Application

- Four Microskills of MI - OARS:
 - Open-ended questions
 - Affirmations
 - Reflections
 - Summaries

Process	Description	Examples
Engage	Build rapport, take time to get to know the client. Determine the reason for the visit.	• How are you? • Tell me about yourself. • What are you hoping to get out of this session? • What is most important to you in this season of your life?
Focus	Invite the client to select a topic to discuss. However, the client and dietitian, together, can decide which topics are most appropriate to discuss is the client is unsure.	• What are some changes you are considering in making? • What are some changes that would help you reach your goals?
Evoke	The dietitian asks evoking questions to elicit change talk. Identify and respond to ambivalence and assess readiness to change (TTM). Transition to planning process.	• Why do you want to make this change? • What is most important to you about making this change?
Plan	Ask permission to provide information and invite client to set specific goals & objective. Assess barriers to change.	• What steps might you take to get started? • What would a successful week look like?

MI Four Key Process Nutrition Session Application

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:

Clifford & Curtis, 2015; Mint, 2017

Objective 3: Increase practitioner skills to connect with students

Objective 4: Implementing a theory into nutrition coaching

APE Products

1. Nutrition Intake Form
2. Nutrition presentation for college students
3. Website copy
4. Nutrition session interview guide & documentation template
5. Marketing flyer
6. Nutrition & well-being handouts
7. Evaluation tool
8. Halloween snacks with nutrition note

1. Nutrition Intake Form

KANSAS STATE
UNIVERSITY

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 one-on-one sessions. We ask that you answer all questions to the best of your ability. The more detail as possible to your level of comfort, the better. Our registered dietitian provide individualized guidance. All information provided will remain confidential. We look forward to working with you.

First & Last Name:

Preferred Email:

Preferred Phone Number:

K-State eID:

Age:

Height:

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

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.

Have you been diagnosed with any of the following conditions?

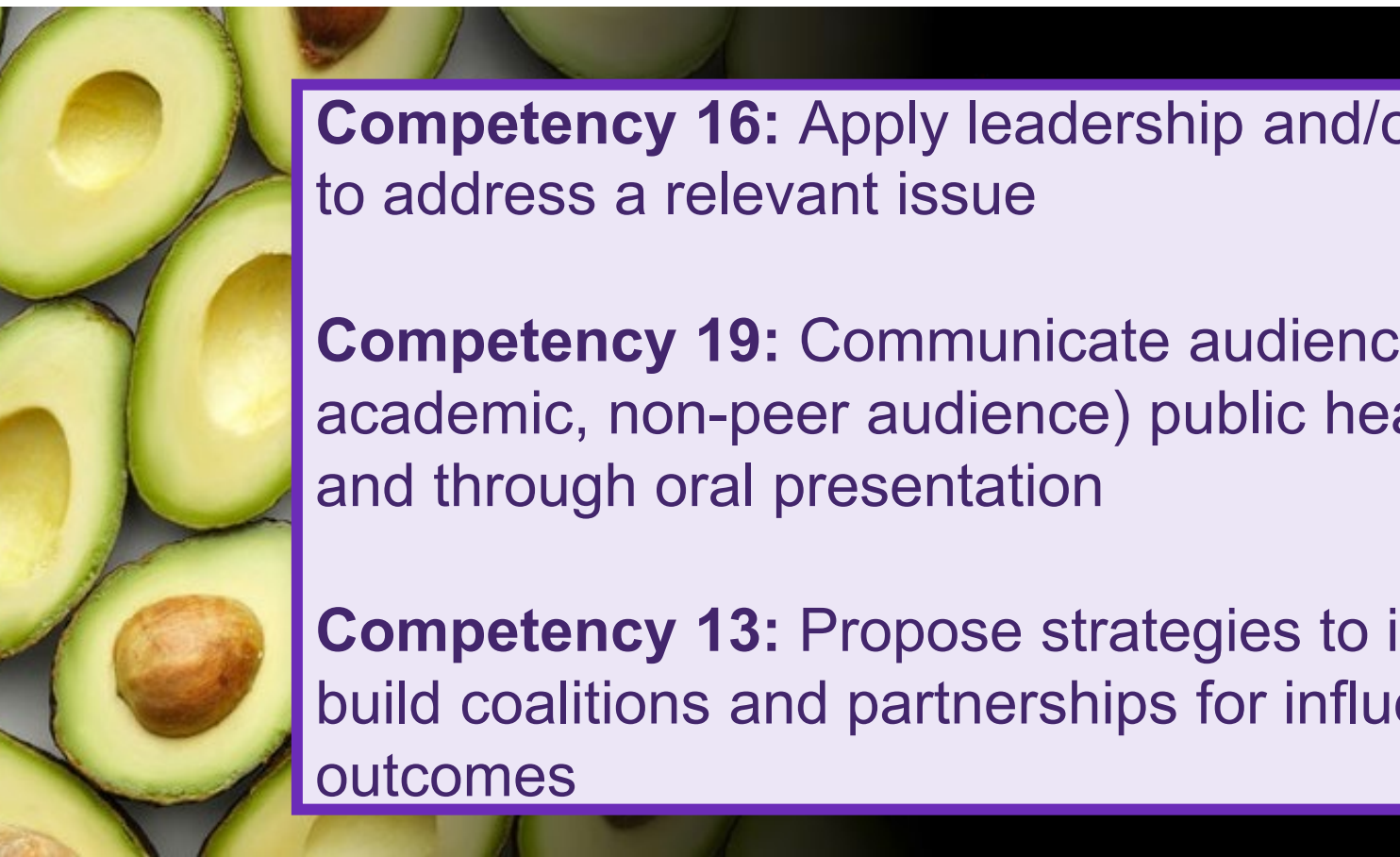
- ☐ Binge Eating
- ☐ Celiac disease
- ☐ Food allergy/sensitivity/intolerance
- ☐ Gastroesophageal reflux disease (GERD)
- ☐ GI issues
- ☐ High cholesterol

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

☐ Yes, I've entered it below:

☐ No

2. Nutrition Presentation for College Students



Competency 16: Apply leadership and/or management principles to address a relevant issue

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

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



3. Website Copy

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

After your scheduled session has been committed, 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.

• 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

4. Nutrition Interview Guide & Documentation Template

Interview Guide & Nutrition Coaching Session Notes	Nutrition Coaching Session Documentation
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:	Name: _____ Date of Appointment: _____ Nutrition Coach: _____ Session: ____ / ____ ASSESSMENT Age: _____ Height: _____ BMI: _____ Gender: _____ Medical Hx: _____ Medication(s): _____ Supplement(s): _____
Competency 9: Design a population-based policy, program, project, or intervention Competency 16: Apply leadership and/or management principles to address a relevant issue	
Schedule follow up session:	Topics to discuss next time: MEASUREMENT & EVALUATION Follow up session date: Nutrition Coach Signature: _____

5. Marketing Flyer

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

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



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

6. Nutr



carbs



Mini Fridge

broccoli

baby carrots

celery

cucumber

edamame

green beans

peppers

pineapple chunk

salsa or hummu

salad kit

On your shelf

berries

orange

apple

banana

kiwi

peach

pears

tomatoes

bread

tortillas

instant rice

oatmeal packets

cereal

Brain

GOA

Write the top
have in mind.
with the one
is most impor

My Top

Short-term Goal:

1. Choose one goal

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

When trying to *relax*,
sensations. Some refe

Mental Grounding



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

To promote mindfulness and help dispel stress, being
intentional about taking deeper breaths is key². This is why
breathing exercises during yoga class, meditation, or box
cognitive processing².
ay to start and gain

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

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

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

- peas, nuts, seed
- When possible, c
- meat and freeze
- Aim for lean mei
- seafood.

Protein D
Women 19
Men 19 -
oz-equiv: 1 egg, 1

4. How will you set u

5. Realistic time you
monthly):

as you inhale and exhale

3. Focus on your breath as you inhale and exhale and note the various sensations through out body.

Lee, C. I. (2019, January 14). *24 Ways to Ground*
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7. Evaluation Tool

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

Competency 11: Select methods to evaluate public health problems

Competency 16: Apply leadership and/or management principles to address a relevant issue

12:29

KANSAS STATE UNIVERSITY

Did you find the nutrition session(s) helpful?

☐ Yes

☐ Maybe

☐ No

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

☐ Yes

☐ Maybe

☐ No

12:29

KANSAS STATE UNIVERSITY

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

☐ 3-4

☐ 5+

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

8. Halloween Snacks with Nutrition Note

Pre-workout snack

Fuel your workout with a carb-rich snack!

Want to learn more?



Post-workout

Aim for protein and carb workout snack to help re-energize your body and help your muscles repair.

Want to learn more?



Sign up for 1:1 nutrition coaching!

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.

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

Competency 16: Apply leadership and/or management principles to address a relevant issue

MPH Competencies and Coursework

Number and Competency	Coursework & Products
Competency 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 Halloween snacks Evaluation tool
Competency 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 Website copy Marketing flyer Nutrition session Interview Guide & Documentation Template Nutrition & Wellbeing Handouts
Competency 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 Competencies and Coursework

Number and Competency	Coursework & Products
Competency 13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 720-Administration of Health Care Organizations MPH 818-Social and Behavioral bases of Public Health KIN 805-Physical Activity and Human Behavior provided foundations on theories and their framework over behavior on fitness & nutrition. Nutrition Presentation for college-aged groups Nutrition session Interview Guide & Documentation Template Evaluation Tool
Competency 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 Activity and Human Behavior provided foundations on theories and their framework over behavior on fitness & nutrition. Nutrition Presentation for college-aged groups Nutrition session Interview Guide & Documentation Template Evaluation Tool Halloween snacks
Competency 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 Nutrition Presentation for college-aged groups Nutrition & Wellbeing Handouts

PHPA Competencies and Coursework

Number and Competency	Coursework & Products
Competency 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
Competency 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
Competency 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
Competency 4: Developing and evaluating physical activities interventions - Develop and evaluate physical activity interventions in diverse community settings.	KIN 796 – Program Planning and Evaluation
Competency 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

Limitations & Alternative Approaches

- **Challenges**

- Potential limited capacity due to staffing constraints
- Novel program
 - Unfamiliarity with nutrition coaching in a rec setting

- **Solutions**

- Group Coaching
- Collaboration
 - Dietetics program – Allows student dietetic rotations or hire dietetic students to offer peer-to-peer coaching
- Continue promotion beyond the rec center
 - Tabling events
 - Print/digital flyers in dorms
 - Targeted presentations in academic classes
 - Partnering with others – Cats' Cupboard
- Intentional marketing to explain what the program is and the benefits

- **Feedback in progress**

- Implementation – application of TTM & MI to support the coaching process to set realistic nutritional goals
- Foundational intake forms and handouts – provide value for future implementation and will need modification for relevance

- **Evaluation Tool**

- Assess program relevance, how to modify and improve program

- **Current Feedback**

- Participants appreciated the Halloween snacks
- Friend, yoga class, social media



Future Directions

- **Program Launch & Engagement Strategies:**
 - Full launch after refining promotions & campus connections
 - Utilize various promotional avenues
 - Group coaching workshops available by request
- **Evaluation Tool Enhancements:**
 - Refine evaluation tool – what do we need to know
 - Food Behavior Checklist (UC Cooperative Extension)
 - Eating habits, food preparation, and food security
 - Treatment Self-Regulation Questionnaire (TSRQ)
 - Assesses motivation for healthy eating using a Likert scale

Take Home Message

Nutrition Coaching at the rec center would provide

1. A more **innovative approach** to address nutrition behavior
2. **Access** to a RDN for expert guidance on helping college students fuel for their activity level
3. An opportunity to **engage with students** and **connect** them with **resources** like Cat's Cupboard to address food insecurity
4. An **evidence-based approach** to support college students
5. **Partnership** opportunities with established programs within the rec and throughout campus
6. Alignment with broader campus wide well-being goals as a **Health Promoting University**

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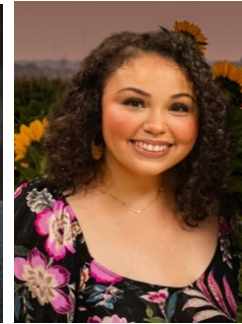
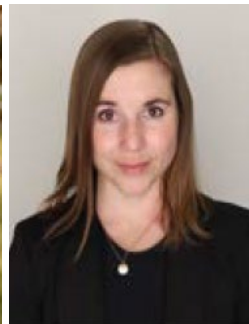


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To My Friends and Family
Thank you!



KANSAS STATE
UNIVERSITY

Questions?





TSRQ (Diet)

The following question relates to the reasons why you would either start eating a healthier diet or continue to do so. Different people have different reasons for doing that, and we want to know how true each of the following reasons is for you. All 15 response are to the same question.

Please indicate the extent to which each reason is true for you, using the following 7-point scale:

1	2	3	4	5	6	7
not at all			somewhat			very
true			true			true

The reason I would eat a healthy diet is:

- Because I feel that I want to take responsibility for my own health.
 - Because I would feel guilty or ashamed of myself if I did not eat a healthy diet.
-
- Because I personally believe it is the best thing for my health.
 - Because others would be upset with me if I did not.
 - I really don't think about it.
 - Because I have carefully thought about it and believe it is very important for many aspects of my life.
 - Because I would feel bad about myself if I did not eat a healthy diet.
 - Because it is an important choice I really want to make.

Food Behavior Checklist

These questions are about the ways you plan and fix food.
Think about how you usually do things.

Name _____ Date _____ ID# _____

☐ Entry
☐ Exit

Choose one answer for each question.

1.



Do you eat fruits or vegetables as snacks?

☐ no ☐ yes, sometimes ☐ yes, often ☐ yes, everyday

2.



Do you drink fruit drinks, sport drinks or punch?

☐ no ☐ yes, sometimes ☐ yes, often ☐ yes, everyday



Do you eat 2 or more vegetables at your main meal?

☐ no ☐ yes, sometimes ☐ yes, often ☐ yes, everyday



Do you use this label when food shopping?

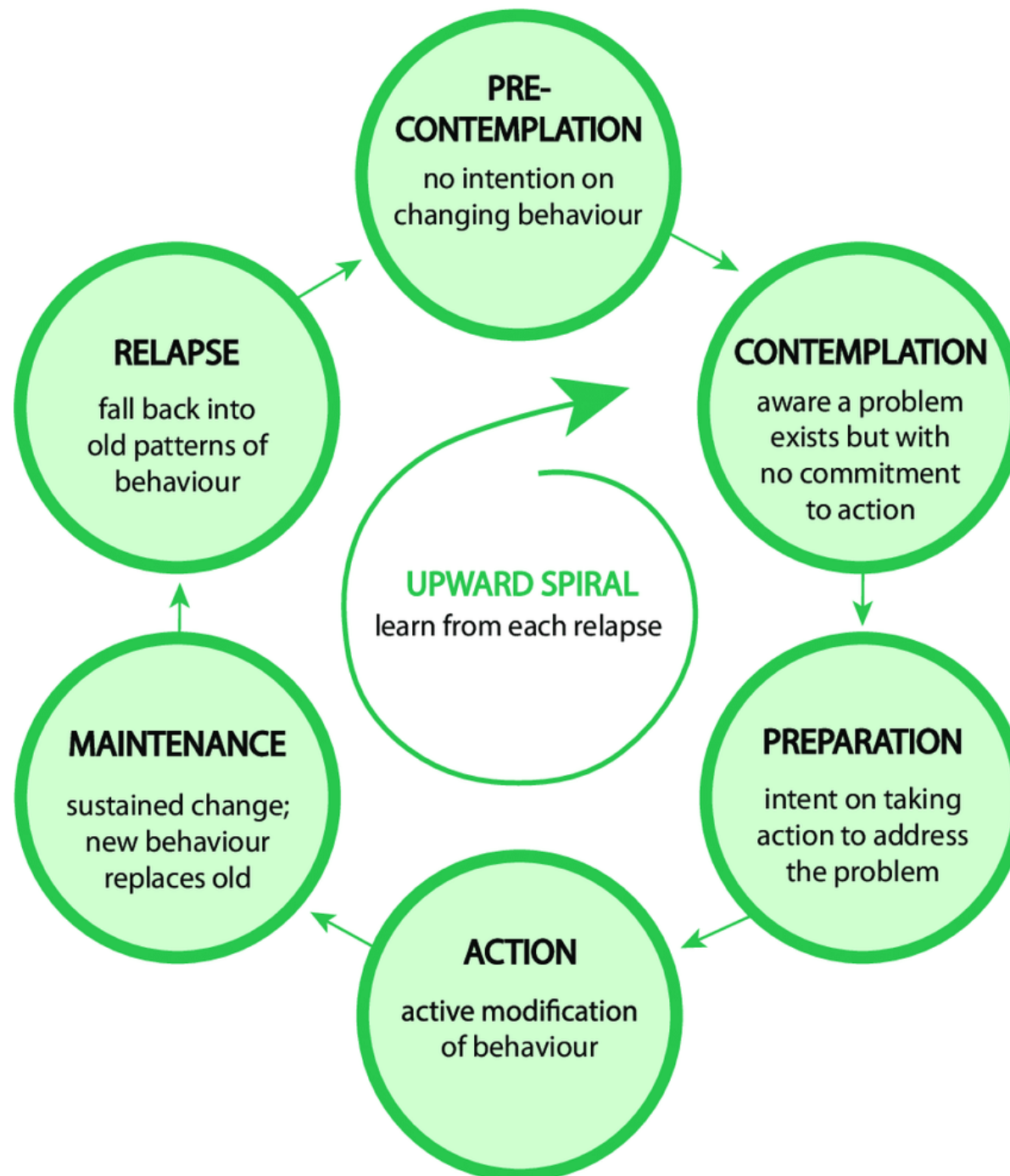
☐ no ☐ yes, sometimes ☐ yes, often ☐ yes, always

15.



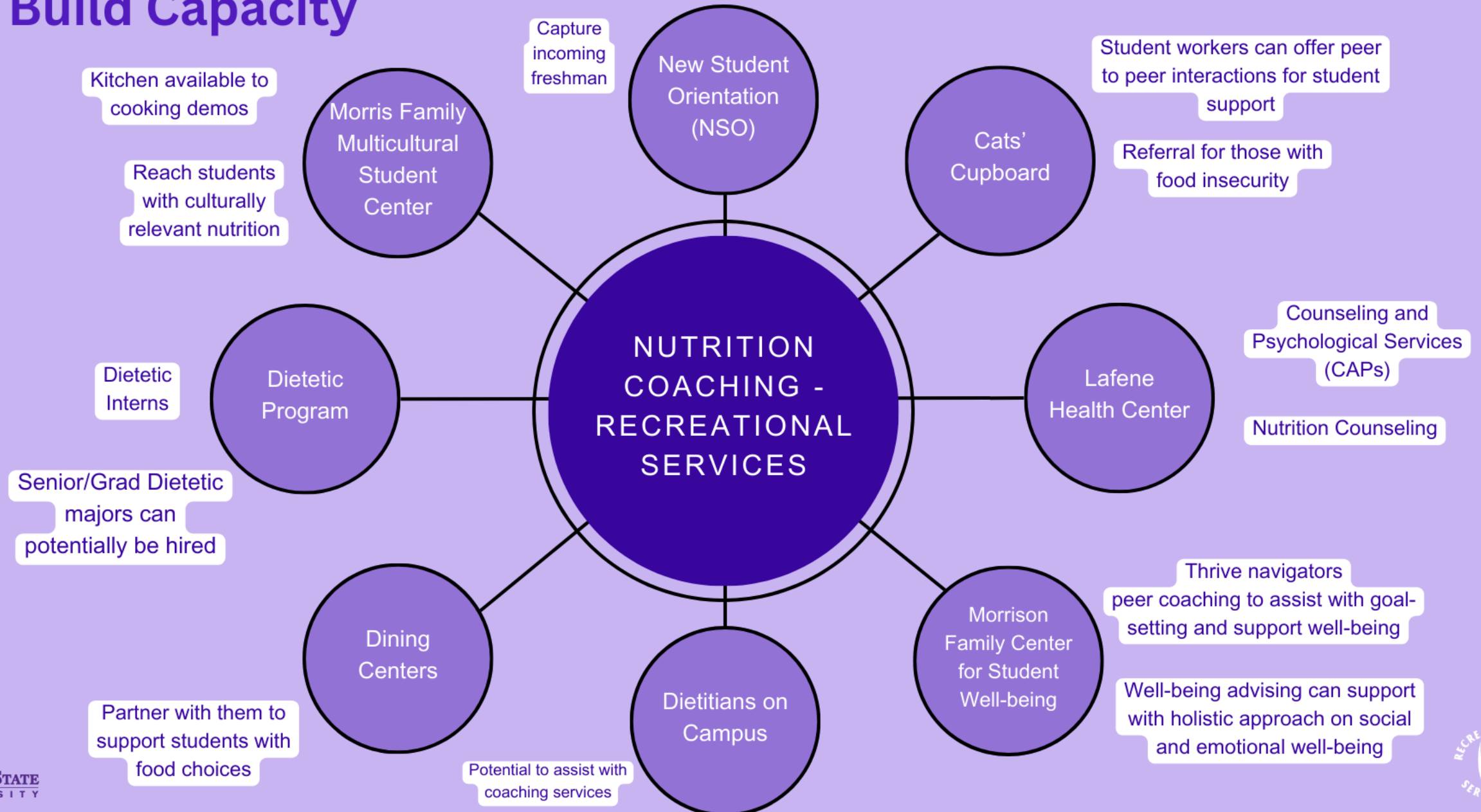
Do you run out of food before the end of the month?

☐ no ☐ yes, sometimes ☐ yes, often ☐ yes, always



Internal Network to Build Capacity

Supporting well-being through nutrition coaching and beyond.



Framework Overview

Develop the foundation for a nutrition coaching program:
Conversations with on-campus partners and campus resources

