

Master of Public Health
Integrative Learning Experience Report

***BUILDING A NUTRITION COACHING FRAMEWORK WITHIN A
COLLEGIATE RECREATION CENTER***

by

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submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

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Summary/Abstract

My applied practical experience (APE) consisted of building a nutrition coaching framework within a collegiate recreation center. The aim of this project nutrition was to develop a nutrition coaching framework within a collegiate recreation center to support student health and well-being through evidence-based nutrition education and personalized coaching. Based on collegiate student national data and university data, the nutrition coaching framework was designed to address college students' unique needs by integrating tailored coaching to better provide guidance for behavior change strategies.

This nutrition coaching framework fulfilled at least 6 master's in public health (MPH) competencies by assessing population needs, designing a coaching structure, building partnerships, and building tools to help with implementation. My coursework along with my products met several learning objectives by applying public health principles to program creation, professional development, implementation, and assessment.

This framework also has the potential to contribute to the Health Promoting University areas of focus related to social connection and university engagement. Overall, this nutrition coaching framework can potentially establish a model for integrating nutrition coaching into a collegiate recreation setting, a place that students are familiar with and complements their physical activity levels.

Subject Keywords:

Nutrition coaching, college students, recreation center, social determinants of health (SDOH), motivational interviewing, transtheoretical model

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Chapter 1 - Literature Review

My applied practice experience (APE) took place at the recreation center complex under the Department of Recreational Services at Kansas State University in Manhattan, KS. The recreation center provides services for the entire student population (~21,000 students) at the university (Kansas State University, 2024). Recreational Services overall mission aims to develop, promote, and manage facilities with recreational and fitness services and programming. (Kansas State University, 2025).

My role with recreational services as Assistant Director of Fitness is to oversee fitness programming such as group fitness classes and personal training services. With my educational background and credential as registered dietitian, I wanted to add a nutrition-based service under recreational services. Due to my employment with recreational services, my preceptor was Scott Trausch, Director of Sports Diet and Nutrition with K-State Athletics (K-State Athletics, 2025). Scott's current role with Athletics is to help develop and coordinate high level nutrition services for K-State's football team. His other responsibilities include consulting with student athletes, strategically developing individual and team fuel plans, and collaborating with team chefs and staff to better assist his student athletes. He also oversees a team of two dietitians whom I had the pleasure of receiving their mentorship throughout my APE. The two dietitians that assisted me during my APE were LaReine Schock-Leonard and Morgan Kropp. Combined they oversee a variety of teams such as volleyball, track, baseball, and basketball. They also consult with athletes as needed and provide nutrition talks. I had the opportunity to shadow and observe some of these nutrition sessions and presentations which provided guidance and insight into how to develop nutrition coaching with rec services.

The duration of my APE was from Spring 2024 – Spring 2025. The framework for nutrition coaching was guided by research, identifying needs through a national collegiate survey, and Kansas State University data. This included me building out the

process of what a nutrition coaching framework entails through the guidance of my preceptor and support from recreational services.

Another small but key guiding factor of this framework was Kansas State University's adoption of the Okanagan Charter. This international charter "calls upon higher education institutions to embed health into university culture and promote health collaboration and action" are considered a Health Promoting University (HPU) (Kansas State University, 2023b). The four areas of focus as a HPU include financial wellness, physical activity, social connection, and university engagement. My goal was to keep these in mind and potentially touch on some of these as the nutrition coaching framework was developed.

As both a fitness professional and registered and licensed dietitian, I felt confident in my ability to build a nutrition coaching framework within a college recreation center. My goal was to create a framework that supports student health and well-being through evidence-based nutrition education and personalized coaching. The recreation center felt like natural and appropriate setting to introduce this service, meeting students where they already engage in their well-being.

Barriers to Healthy Eating in College Students

According to Healthy People 2030, social determinants of health (SDOH) refer to influences or conditions in an environment surrounding people that impact their health and well-being (Mobley et al., 2024). These influences are further grouped into five domains: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context. (Office of Disease Prevention and Health Promotion, 2020). Common obstacles to healthy eating among college students include time constraints, frequent unhealthy snacking, the convenience of high-calorie foods, stress, and the widespread availability of junk food (Sogari et al., 2018). These obstacles directly reflect a broader influence of SDOH, particularly in domains of economic stability, education access, and social and community context. Factors that may support healthier habits include increased nutrition knowledge, meal planning, active participation in food preparation, along with regular

physical activity (Sogari et al., 2018). The World Health Organization states that proper nutrition can enhance productivity, which is a skill needed to succeed in college (WHO, 2019). In a systematic literature review on the impacts of nutrition counseling on athletes and recreational athletes, Fiorini et al. (2023) concluded that seeking guidance from a registered dietitian nutritionist (RDN) plays a role in improving nutrition knowledge and adopting adequate eating patterns. By having access to a RDN, this can start addressing some SDOH that impact college students for example access to quality health services and education access to help increase nutrition knowledge in students.

Food Insecurity & Nutrition Data Amongst U.S. College Students

At Kansas State University, to assist with the issues of food insecurity, Cats' Cupboard is the university food pantry located on campus. At Cats' Cupboard their goal is to provide K-State students with access to nutritious and culturally appropriate foods through supporting on campus initiatives that can help promote student success, health, well-being, and food security (Kansas State University, 2023). On the Cat's Cupboard website (2023) data is provided from the American College Health Association-National College Health Assessment (ACHA-NCHA) from Spring 2022 showing food security as a concern with those having low or very low food security at 44.7% in Spring 2022 and at 48.6% in Spring 2024, an increase of 3.9% in two years.

Table 1.1 Food Security Responses from NCHA – Spring 2022 & Spring 2024

Category	Spring 2022 (%)	Spring 2024 (%)
Report high or marginal food security	55.3	51.4
Report low food security	25.3	26.5
Report very low food security	19.4	22.1

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

More specifically, at Kansas State University, of those enrolled in Spring 2022, a final sample of 1,230 student survey responses concluded that almost 40% reported

having low or very low food security which was not consistent with national trends (Kansas State University, 2023). The 2023 USDA report summary from the Economic Research Service showed national trends in 2022 where 12.8% of U.S. households had low or very low food security. This increased by 0.7% in 2023 to 13.5% (USDA, 2023). A factor that a registered dietitian would need to consider is someone's access to food and the role it plays on their nutrition (Mobley et al., 2024). Some of these factors are their relationship to mental health, access to their own cultural foods, financial literacy, and food insecurity (Mobley et al., 2024). However, it has been found that students struggle to discuss food insecurity with others, because of the stigma that comes with it, while also juggling the stress of school and maintaining a healthy lifestyle both mentally and physically (Mobley et al., 2024).

The ACHA-NCHA student responses from Spring 2022 to Spring 2024 showed there were no significant improvements in nutrition behaviors. Specifically, there were no decreases in sugar-sweetened beverage or energy drink consumption, nor were there notable increases in fruit and vegetable intake among college students during the two years (American College Health Association, 2024). It is key to note that the recommendations for adults include, consuming 2 ½ cups of vegetables and 2 cups of fruit daily (USDA, 2020). Energy drink marketing is directed to the younger demographic of 18 – 34 years of age according to Kelly & Prichard (2016), who discussed the growth of the energy drink market by 60% from 2008 – 2013. A recent systematic review and meta-analysis by Protano et al. (2022) found that energy drinks are still common amongst college students using them to help with studying and enhancing sport performance. The common adverse effects from consuming energy drinks included negative health consequences on cardiovascular or nervous systems as well as disturbance of sleep. Protano et al. (2022) further pointed out the association with other unhealthy behaviors/outcomes such as alcohol, smoking, and increased health risks posing a threat to public health in the college population.

Table 1.2 Nutrition responses from NCHA – Spring 2022 & 2024

Category	Spring 2022 (%)	Spring 2024 (%)

Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days	28.6	26.8
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 0 of the past 30 days	72.4	64.9
Drinking energy drinks or shots on 1-4 of the past 30 days	15.7	18.1
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

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

Nutrition Coaching Framework

By providing nutrition coaching in a setting students frequently visit, I aim to help students develop sustainable fueling habits aligned with their physical activity and fitness goals which are essential for meeting individualized energy needs (Academy of Nutrition and Dietetics, 2024). Various theories were considered when developing the framework for nutrition coaching and its materials. As a dietitian, it is within my scope to develop nutrition interventions/plans and incorporate stages of behavior change as a guide to assess a client's readiness to learn (CDR, 2024). This also allows me as a dietitian to adjust the coaching session based on behavior change theories (CDR, 2024). The following theoretical model helped guide the foundation of nutrition coaching sessions.

Transtheoretical Model

The transtheoretical model (TTM) sometimes referred to as stages of change breaks down the stages people go through when attempting to change a behavior. It helps provide the practitioner guidance in identifying what stage the client is in, in

reference to their readiness to make a lifestyle changes (Okubatsion Tekeste Okube & Kimani, 2024).

TTM of behavioral change states that changing behaviors is a process and people are in different stages of change and readiness (Hashemzadeh et al., 2019). Factors that impact progress from one stage to the next include: process of change which includes 10 processes that can be used throughout all stages. A factor of these processes is self-efficacy, which can be built with small achievable goals, and decisional balance used more in pre-contemplation & contemplation stages (Hashemzadeh et al., 2019; Nahrain Raihan & Cogburn, 2023). These factors are more nuanced when broken down which can assist a dietitian tailor a client's goal, which is more effective for behavior change (Nakabayashi et al., 2020). One study showed significant results on how TTM was able to help participants with improved behavior change when there was a focus on one adverse behavior change as opposed to having multiple (Nahrain Raihan & Cogburn, 2023). The study that Nahrain Raihan & Cogburn (2023) referenced included multiple behavior changes related to smoking, dietary changes, and sun exposure. This highlights an important consideration for a dietitian as client may express a desire to make several lifestyle changes at once, including those related to nutrition. Another study utilizing TTM helped participants improve nutrition, physical activity, and other health behaviors with an individualized plan that was matched based on the stage of change they were in. This consisted of meeting face-to-face at least three times, scheduling two online sessions via email or phone call, providing participants with screening results at start of the study, 6, and 12 months. This implementation took place in a span of 12 months (Okubatsion Tekeste Okube & Kimani, 2024). TTM can help a dietitian in nutrition coaching sessions with the breakdown of a behavior depending on the readiness for change the client is in.

Table 1.3 Stage of Change

Stage of Change	Characteristics	Techniques
Precontemplation	Unmotivated, lack of confidence, in denial, may	• Evaluate current behavior • Think of the want/why you're here • Self-explore

	defend their actions, cons outweigh the pro	• Explain and personalize the risk
Contemplation	Ambivalent to change – indecisive stat of being Not considering a change within the next month	• Clarify decision • Evaluate pros/cons • Identify and promote new, positive outcome expectations
Preparation	Trying to change and has some experience with change. Plan to act within a month	• Identify problem solving through obstacles • Identify social support • List skills needed for change • Take small initial steps
Action	Practice new behavior for 3-6 months	• Focus on restructuring cues and social support • Bolster self-efficacy for dealing with obstacles • Combat feelings of loss and reiterate long-term benefits
Maintenance	Continued commitment to sustaining new behavior Past 6-month mark	• Plan to follow-up support • Reinforce internal rewards • Think about coping with relapse
Relapse	Resumption of old behaviors; abandoning the new changes	• Evaluate trigger for relapse • Reassess motivation and barriers • Plan stronger coping strategies

(Loma Linda University Health, 2025; Nahrain Raihan & Cogburn, 2023)

Motivational Interviewing

Motivational Interviewing (MI) is an effective communication technique that supports behavior change, aligning with Transtheoretical Model (TTM). MI is an evidence-based conversational style approach that is client-centered. This communication technique is collaborative and goal-oriented as it can help foster a supportive environment that can lead to intrinsic motivation to change (Kamal Mirkarimi

et al., 2017). MI has been used to facilitate students in achieving goals, with self-directed learning, in higher education as seen in a pilot study by Blankenship, (2023). The four main processes of MI include engaging, focusing, evoking, and planning for change (Clifford & Curtis, 2015).

MI has been used by practitioners, such as dietitians, to facilitate behavior change. A dietitian leading a nutrition coaching session, who is experienced in MI would gently lead the style of communication by building rapport, guiding topic selection of the session, and asking various open-ended questions based on the client's responses (Clifford & Curtis, 2015). Client responses typically fall into two categories: change talk, which signals readiness to adapt healthier behaviors, and sustain talk, which reflects resistance to change (Blankenship, 2023). The main goal of MI is to increase change talk compared to resistance talk as it has an impact on behavior modification (Rababah & Al-Hammouri, 2022). In a randomized controlled study on 94 university students where MI was used in a modified way, improvements seen included: improved uncontrolled & emotional eating, and perceived stress (Rababah & Al-Hammouri, 2022). Table 4 is an example of the various parts of implementing MI in a session with a client moving towards a positive behavior change.

Table 1.4 Four Processes of MI

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 if 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?

(Clifford & Curtis, 2015; MINT, 2017)

Chapter 2 - Learning Objectives and Project Description

Developing a structured nutrition coaching framework within a collegiate recreation center required a multifaceted approach with a combination of collaboration, evidence-based counseling techniques, behavior change strategies, and marketing. The following learning objectives outline key aspects of the framework's development, from collaboration with student groups to the implementation of motivational interviewing and behavior change theories in coaching sessions. These objectives highlight the strategic

steps taken to create and prepare to launch nutrition coaching. This included outreach efforts to introduce students to nutrition coaching, the development of intake and evaluation tools, and the integration of motivational interviewing and identifying stages of change to enhance coaching effectiveness. Each section reflects how research, collaboration, and skill development played a role in shaping what could be a sustainable and impactful nutrition coaching service for college students.

Learning Objective 1

Facilitate Collaboration with Student Groups

Collaboration with various student groups was a key component of building interest. The nutrition presentation for college-aged groups provided an opportunity to introduce the upcoming nutrition coaching service to potential student clients. The presentations had a dual-purpose: educating college students on proper fueling strategies for exercise and physical activity while also promoting awareness of campus resources and the upcoming nutrition coaching service. In preparing and delivering presentations, I tailored the content to the audience, utilized effective communication techniques, and incorporated interactive elements such as engaging questions, brief group work, and class discussions to enhance learning and participation. Collaboration with on-campus groups included the Multicultural Academic Program Success (MAPS) summer bridge program, a freshman supporting program, by leading nutrition discussions, providing nutrition handouts, and facilitating a yoga activity over the summer of 2024. Additionally, I delivered a nutrition and well-being presentation for AirForce ROTC (AFROTC) cadets and DAS 100, a freshman academic success class. These sessions covered various topics like nutrition, hydration, sleep, physical activity, and available campus resources. During these two presentations, I integrated a QR code linked to the nutrition coaching website for students to learn more about the upcoming nutrition coaching service.

The Halloween snacks with a nutrition note were aimed at participants in group fitness classes leading up to Halloween. The Halloween snacks with the nutrition note included elements of observational learning, demonstrating the importance of proper

fueling while providing students with a real-world example of how to integrate nutrition into their fitness routine. Any extra snacks were used for upcoming promotion of our various services such as personal training and nutrition coaching. These presentations and snack initiative assisted with establishing connections with university groups and participants that frequent the recreation center ensuring that students start becoming aware of a new resource.

For marketing and promotion, I created a marketing flyer, wrote the website copy, and collaborated with Recreational Service's marketing team. The marketing materials helped to increase visibility within the building and had a QR code linking to the nutrition coaching website. The marketing flyer can also be repurposed to be turned into a social media post and story where a link to the website can be provided. These products reinforced the importance of fueling for exercise while also serving as a promotional tool to introduce students to the new service in a low-pressure environment. The marketing flyer was posted throughout the recreation center including bulletin boards, outside of every fitness studio, and inside the fitness studios. Group fitness instructors were reminded about the nutrition coaching and were instructed to make an announcement after each of their group fitness classes to look forward to a new service at the rec. To help with collaboration and partnerships, I put together a spoke model, as seen in figure 2.1, of the internal network of potential campus partners that can help strengthen the impact and reach of nutrition coaching.

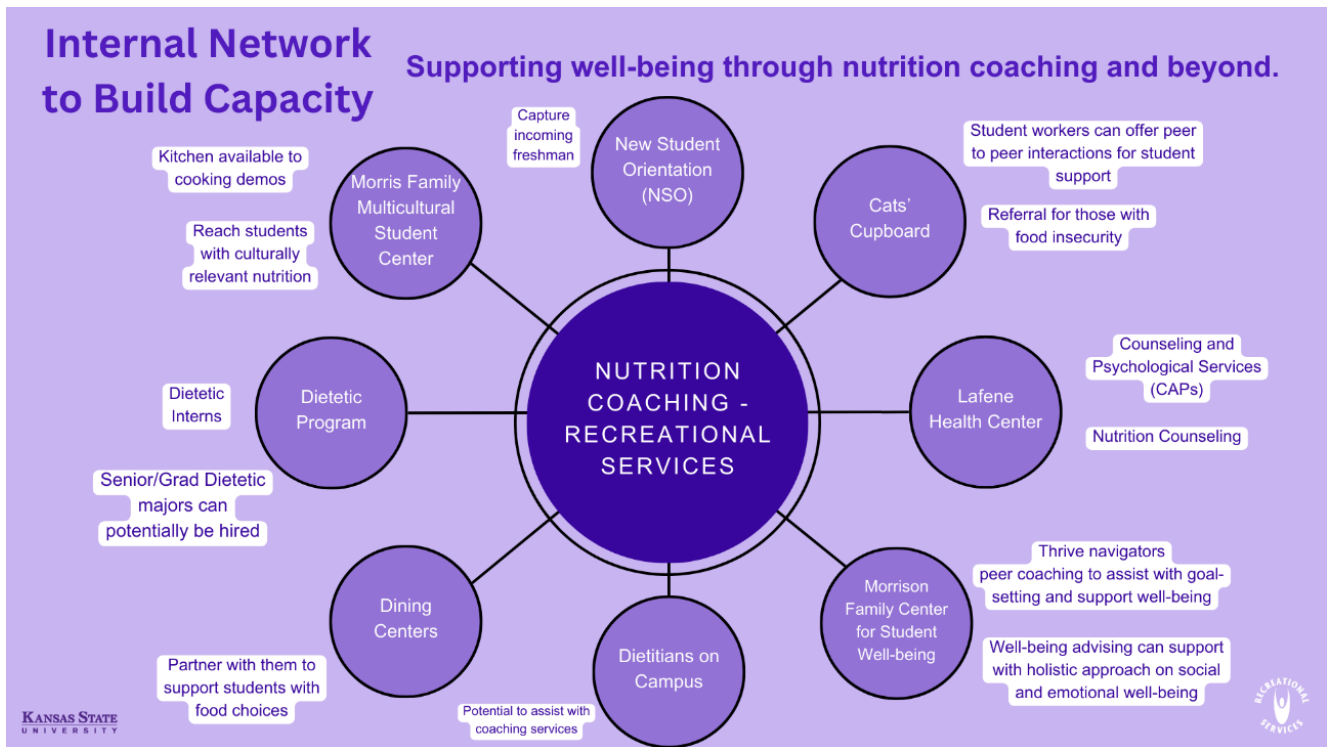


Figure 2.1 Internal Network to Build Capacity

Learning Objective 2

Develop a Comprehensive Nutrition Coaching Framework

To establish a structured and effective nutrition coaching framework, careful planning and research on addressing common dietary challenges faced by college students was completed. I also wanted this nutrition coaching to add to the designation as a Health Promoting University (HPU), which designates Kansas State University as an institution that integrates health and well-being into its policies, programs, and campus culture to support students, faculty, and staff. I made sure to consider establishing the intake process, steps for signing up on our website, and how delivery of the service would look. This took various conversations with my preceptor, supervisor, and other coworkers who oversee administrative responsibilities such as taking payment, and ability to answer basic questions about the service. I had to make sure I provided the appropriate information for our administrative staff to help make for an easy-to-follow experience for when we launch.

Before the first session can be scheduled, it is key to obtain information from a client to review their nutritional concerns and make sure this service is best for them. The intake form was designed based on best practices observed in other outpatient settings such as private practices and university programs. The intake form incorporated questions that would provide insight into students' specific challenges. The nutrition intake form plays a critical role in gathering essential background information, including personal history, nutritional goals, and dietary habits, which allows me as the registered dietitian to tailor nutrition coaching sessions effectively. The intake form was developed online in Qualtrics to gather this information.

The evaluation tool was also developed using Qualtrics to measure the service's effectiveness and relevance. This tool helped collect feedback on student satisfaction, potential areas for improvement, and the likelihood of continuing nutrition coaching sessions. By designing these tools in Qualtrics, the initial and end portions of the framework are formed.

There was an interdepartmental collaboration with marketing and communication to help with updating the recreational services website by adding a nutrition coaching page. I provided the website copy that needed to go on the new nutrition page to help inform what nutrition coaching was and the different options available to college students. It was important to keep it brief and to the point. My goal was to provide two options for the nutrition coaching service to test which would be more successful when it was time to launch. This was decided after various conversations with my preceptor and from the success of the yoga workshop with a student group. With a group option, it allows for better participant reach. Participants who attend the group workshops could then reach out for a one-on-one (1:1) session if they wanted more individualized guidance. The website copy covered what 1:1 coaching will look like, information on the intake form, payment, and contact information for questions. The group workshop option was listed with a description of where there would be a brief nutrition activity and discussion followed by a yoga practice. To help with promotion of the launch, the marketing flyer was made on a collaborative Canva account. Once I completed the flyer, marketing was able to take the information and resize for future social media use.

To help with the process during the implementation of the Nutrition coaching session with a client, I put together a few educational handouts over nutrition topics related to college student needs such as eating on a healthy budget and dorm room essentials that included nutrition information on the five food groups as well as a list of foods that are shelf stable to keep in their dorm room. An interview guide was also designed to help me as a dietitian leading a session to stay on track and implement motivational interviewing techniques. I left space to write in MI questions that could help identify a client's readiness for change and space for note taking. A documentation template was created to help record a summary of the session upon completion and used for future reference for follow-up sessions. The structure of the documentation template is commonly used amongst registered dietitians. These resources would fall within the "creating the resources" section of the framework overview show in figure 2.2.

Framework Overview

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

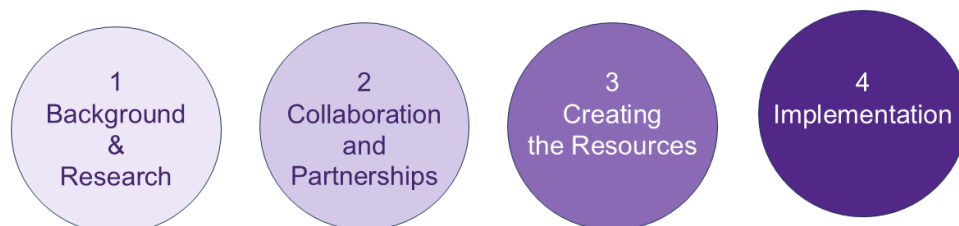


Figure 2.2 Framework Overview

Learning Objective 3

Increase Practitioner Skills to Connect with Students

A strong emphasis was placed on utilizing Motivational Interviewing (MI) techniques to enhance the effectiveness of nutrition coaching sessions. To help stay on track and client-centered during sessions, an interview guide was designed. This guide included the four main MI processes: Engage, Focus, Evoke, and Plan. This guide

provided structured prompts to navigate discussions while leaving room for individualized questions based on the intake form. MI is a person-centered counseling style that can empower a person to make change (NIH, 2019). The use of MI provides the practitioner with a tool to better connect and build trust with a client. The documentation template followed the nutrition care process that dietitians follow when documenting their sessions. This included the ADIME model which stands for: assessment, diagnosis (nutrition diagnosis), intervention, monitoring & evaluation.

In preparation of using MI techniques, I reviewed Dawn Clifford's Online Trainings over Motivational Interviewing Basics, and Mindful Eating Basics I've taken in the past. Other trainings I participated in include Nutrition Counseling & Coaching Skills with Dietitian Success Center which consists of online modules covering the following topics: counseling mindset, counseling foundations, running a session, troubleshooting a difficult situation, and putting it all together simulations. With the Nutrition Counseling Academy led by Joyce Faraj-Ardura, we met weekly for four weeks over Zoom and practiced role-playing with participants in the course. This helped me build confidence to learn how to navigate various situations and practice thinking on the spot for strong open-ended questions to ask a client based on their responses.

Learning Objective 4

Implementing a Theory into Nutrition Coaching

Helping change human behavior is a challenge, but there are theories that can help. Particularly, the transtheoretical model was integrated into the framework design to support students in making sustainable behavior changes. The nutrition and well-being handouts were created to help students navigate different stages of change by providing practical tools for meal planning, goal setting (short & long-term), and mindfulness techniques. These handouts were designed to reinforce tangible strategies that students could apply in their daily lives. Some of these handouts were able to be used during the summer MAPS yoga workshop. MAPS participants had a strong discussion and asked a lot of nutrition questions. It gave me hope that incoming freshman care about their nutritional health. This workshop is what inspired me to have

a group coaching offering as an option integrated with nutrition discussions and activities in the future.

It was also helpful to have discussions with colleagues that are doctoral and graduate students in family therapy. They provided further insight into how to effectively guide students through behavior change, increasing confidence in applying these strategies during sessions. These discussions, the MI trainings, and the interview guide meet the objective of applying theory into nutrition coaching. I was able to learn and prepare for a nutrition session to be able to implement MI techniques and to better identify the stage of change a client is in.

My MPH 818-Social and Behavioral basis of Public Health & KIN 805 Physical Activity & Human Behavior provided the foundations to learn about human behavior, obstacles, and the ambivalence that comes with behavior change. Both classes helped me build upon the nutrition framework. While taking these classes I would ask myself “How would I apply this to nutrition coaching?” I was able to think through the framework as I was putting together all the components that went into the nutrition coaching from start to finish. Especially, thinking through how to structure a nutrition coaching session.

Chapter 3 - Results

Once the nutrition coaching framework foundations were complete, this resulted in 8 final products fulfilling 6 competencies developed over a year, Spring 2024 – Spring

2025. This will help me better prepare as we get ready to fully launch. After some discussions with my preceptor and my supervisors the plan is to offer two options for nutrition coaching. These will consist of one-on-one (1:1) nutrition coaching and a group coaching workshop that will include group discussion over nutrition topics followed by a workout, such as yoga. In the future this could expand to other exercise formats. With the products being complete, they can be modified to better align with what we plan to offer and the potential dates to start registration for nutrition coaching and other key information applicable at the time of launch.

Products

1. Nutrition Intake Form

The nutrition intake form plays a very important role in nutrition coaching. This is the form that potential clients would fill out online utilizing the Qualtrics survey software. The client intake form had a variety of questions within each section. The various sections consisted of background information, personal information, client history, and nutrition assessment. This form provides the information needed to help assist a client with their nutritional needs. This intake form includes personal information that would allow calculation for energy needs, states their reason for inquiring about nutrition coaching and their nutritional goals. The first section consists of mostly multiple-choice questions, while other sections incorporated more open-ended questions allowing the client to type in an answer. This helps the client to answer in their own words.

Table 3.1 Nutrition Coaching Intake Form Question Description and Examples

Contact Information	Name, contact info, emergency contact, How did you hear about nutrition coaching at the rec center?
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Personal Information	Demographic questions: age, height, current body weight • Student classification ○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Graduate ○ PhD/Doctoral ○ Not a student • Major/Degree/Department: • Exercise and physical activities questions
Client History & Assessment	Health condition diagnoses and weight related questions: • I am interested in: ○ Gaining weight ○ Losing Weight ○ Maintaining weight ○ I am not interested in my weight • Indicate your desired body weight:
Nutrition Assessment	Questions related the client's diet, food supply, the nutrition topic they would like to discuss in their nutrition session: • What would you like to discuss during your nutrition assessment? • Have you felt your food supply has been inadequate this semester? (ate less because you could not afford food)

2. Nutrition Presentation for College Groups

Various presentations were led through the process of planning and organizing nutrition coaching. In earlier presentations, the audience was told about the upcoming service. Once the nutrition coaching information was available, QR codes were placed

in the presentation that would direct them to the nutrition coaching website that had all the details of the upcoming nutrition services.

3. Website Copy

I collaborated with marketing so they could create a new page so nutrition coaching would have a home on the recreational services website. I wrote up the website copy which is the verbiage that is seen on a website, to have an example of what the nutrition coaching page could look like. The content had three sections. The first part had the introduction explaining what nutrition coaching was, followed by two nutrition coaching options. Option 1 explained 1:1 nutrition coaching, its pricing, instructions on how to sign up, contact information, and how to pay. Option 2, the group workshop titled “Energize and Align: Nutrition and Movement for Balance”, explained what the purpose of the workshops – nutrition discussion and movement, and included time, dates, and location.

4. Nutrition Session Interview & Documentation Template

The purpose of the interview guide was to have a tool to follow along for a more structured nutrition session. I included the four MI processes, *Engage, Focus, Evoke, and Plan* in the guide. Other sections included discussion topics to help structure the section like food recall, energy needs, nutrition education, and space to address any concerns from their nutrition intake form. This guide also included a section for specific MI questions that could help identify readiness for change. The rest of the guide was open for note taking during the session. The documentation template or “ADIME note” was based on the Nutrition Care Process that dietitians follow to summarize a client’s nutrition session. This documentation template had the following sections, *Assessment, Diagnosis (nutrition diagnosis), Intervention, Monitoring & Evaluation (ADIME)*.

Table 3.2 Nutrition Care Process - ADIME Note Definitions

Assessment	Evaluation of the client’s nutrition status related to various factors (food & nutrition related, anthropometric, client history, etc.)
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Diagnosis (nutrition)	Identifying the client's nutrition related problem utilizing the nutrition care process terminology. This includes the PES statement "Problem related to Etiology as evidenced by Signs and Symptoms"
Intervention	Where nutrition education, goal setting, counseling, and other interventions are provided to address the identified nutrition problem.
Monitoring and Evaluation	Tracking client progress towards their goals and evaluating the effectiveness of the nutrition interventions, how much of the goal was met?

Source: Commission on Dietetic Registration, 2022

5. Marketing Flyer

Part of my project included working with Recreational Services marketing team. I created a flyer using Canva to post around the recreation building. From there, our marketing team made social media posts and stories based off the flyer I created. Other ways the flyer was used was through tabling events in October where the Recreational Services intern promoted the upcoming Halloween classes and told students about nutrition coaching.

6. Nutrition & Wellbeing Handouts

Four handouts were developed to utilize during the nutrition education portion of the sessions. Two handouts aimed at helping with what types of foods to keep in their dorm room and education on the different food groups. The third handout was aimed at helping clients brainstorm their goals and answer questions to help them make a plan as they think through potential barriers. The fourth handout was all about relaxation, breathing, and meditation to assist with their well-being.

7. Evaluation Tool

It is important to have feedback on programming to help guide future decision making and investment to nutrition coaching services. To help with obtaining feedback,

a resource that is already consistently used across the university is an online survey software known as Qualtrics. It is easy to use and can help obtain, store, and categorize data as it is submitted by a participant. I wanted to help increase the number of surveys completed so I set up the evaluation tool to consist of two multiple choice questions (yes, no, maybe) and one open-ended question. An additional multiple-choice question would only be asked depending on how a previous question was answered. The purpose of the questions was to obtain satisfaction with the service, if they would come back for more sessions, and if so, for how many, to allow us to adjust session packages. This tool will allow the recreation center to assess relevance and effectiveness of nutrition coaching sessions to college students' needs. The evaluation tool would ideally be sent about 1-2 weeks after the last session. With discussions with my preceptor, we concluded that this time frame would allow for goal implementation but still allow the student to answer based on recent nutrition sessions while it is still fresh on their mind.

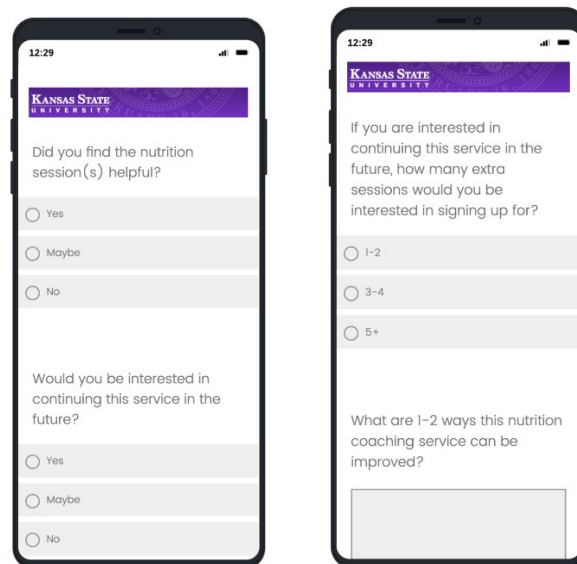


Figure 3.1 Evaluation tool via Qualtrics Survey Software

8. Halloween Snacks with Nutrition Note

The recreation center schedules group fitness classes every semester. I thought it would be ideal to provide pre and post fitness snacks around Halloween, that included a nutrition note. The purpose of the Halloween snacks was to provide bite size

information on the importance of fueling before and after a workout. The note also included a QR code that would lead participants to the nutrition coaching website. This served as a promotional initiative, but also educational, and they got a free snack. This type of outreach helped connect students with a new resource in a low-pressure setting. These snack treats consisted of protein bars, granola, and fruit snacks.

Table 3.3 Halloween Snacks with Nutrition Note

Pre workout	Fuel your workout with a carb-rich snack!	Want to learn more? <QR code> 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? <QR code> Sign up for 1:1 nutrition coaching or group coaching & movement.
Combination	A carbohydrate-protein combo snack can assist in stabilizing blood sugars between meals.	Want to learn more? <QR code> Sign up for 1:1 nutrition coaching or group coaching & movement.

Preceptor Meetings

During my time planning the for how nutrition coaching would look, my preceptor helped guide me in the process. It was helpful to hear his experiences with counseling athletes that need nutrition guidance to have an idea of how that process looks for nutrition coaching at the rec. One key conversation included the differences of human

behavior amongst the populations. My preceptor works with football athletes and typically there is a more direct delivery of communication where some MI techniques may be used. For the delivery of nutrition coaching as my project, MI would be an effective technique to utilize with my target audience of various recreational athletes, in my case, college students. Other discussions included guidance on goals of the nutrition coaching and developing a brief evaluation tool. The purpose was to help college students learn about how to fuel their fitness and collegiate lifestyle. This would include planning for questions during the intake form and the nutrition sessions over the amount of exercise the potential client engages in. This was identified as important to include in both the intake form and the interview guide. Asking key questions related to a client's fitness and nutrition during a nutrition coaching session, will help me as a dietitian better understand a client's needs.

Training

Trainings I took consisted of various motivational interviewing online modules, online role-playing, and review of nutritional concepts related to fitness and nutrition from my own collection of sports nutrition books, and educational background in exercise science and dietetics. Other trainings included reviewing Dawn Clifford's online MI basics course along with a Mindful Eating Basics course I've previously taken. I had the opportunity to practice MI live through zoom with other participants in a course from Nutrition Counseling Academy led by Joyce Faraj-Ardura. And lastly, I participated in a Nutrition Counseling & Coaching Skills with Dietitian Success Center which consisted of online modules covering various topics such as counseling mindset, counseling foundations, running a session, troubleshooting a difficult situation, and more.

Chapter 4 - Discussion

Nutrition coaching was developed to provide college students with accessible, evidence-based nutrition coaching and education within a familiar setting—the campus recreation center. Research into similar university services revealed a trend of integrating wellness coaching or nutrition coaching services into recreational facilities,

highlighting the opportunity to support students' overall well-being through a structured coaching framework. Nutrition coaching aims to bridge the gap between nutrition and exercise, addressing common challenges such as academic pressures, financial constraints, and maintaining a healthy lifestyle throughout a college career. Supported by the recreation center, the framework was built between Spring 2024 and Spring 2025, with the expectation to launch in Fall 2025. This will include 1:1 coaching sessions and group workshops combining nutrition discussions with an exercise component like yoga. The initiative aligned with the Health Promoting University (HPU) focuses on university engagement by ensuring accessibility and inclusivity in health-promoting activities.

Findings

Each component of the framework, from intake forms to educational materials, was designed to streamline the nutrition coaching process and enhance the student experience. The use of MI and behavior change model, TTM, supports individualized coaching strategies, while group workshops provide an opportunity for a scalable approach to reaching more students. Collaboration with campus groups and promotional efforts, such as the Halloween snacks initiative helped to foster awareness and engagement in an existing group fitness program. There were comments made by our group fitness staff that the Halloween snacks were appreciated by participants. The structured documentation and interview guides offer long-term value for onboarding future dietitians or training dietetic interns, ensuring program sustainability.

Limitations

Despite the structured framework, nutrition coaching could face challenges, particularly in service capacity and student engagement. Limited staffing restricts the number of 1:1 sessions. While group workshops can provide a partial solution, individualized support remains a strong focus to make a stronger impact on behavior change and is a more familiar model like 1:1 personal training that is already offered at the recreation center. Another potential challenge may be participation in the service.

This could be due unfamiliarity with nutrition coaching in a recreation setting and cost. This is why it is important to collaborate with the internal network within the Kansas State University community that has access to students and can refer students to us.

Future Directions

The goal is to have a full launch of nutrition coaching after adjusting a few of the promotional strategies and connecting with others on campus. For example, flyers were placed within the personal training studio, but there is a plan to reach out personally to personal training clients in a more effective way via email and offer a package of training and nutrition sessions as an add-on or to offer nutrition sessions at a discounted price when signing up for personal training sessions. Having a better lead time to promote workshops will be implemented to build interest. Currently, the group coaching workshops are listed by request like our fitness outreach fitness classes where groups request a personalized fitness class for their student group.

Future strategies to help with promotion of nutrition coaching includes better promotion outside of the recreation center like at tabling events, print and digital flyers (for example in residence halls), and strategically targeting some academic classes to talk to.

One of my products was an evaluation tool which will change over time depending on the evolution of the nutrition coaching and the type of information we want to know. The idea is to keep it concise for a better completion rate. Several validated surveys were considered to capture nutrition coaching success. The first one was the Food Behavior Checklist from the University of California Cooperative extension. It consisted of 16 questions related to how people plan and fix food they consume, and the amount. This checklist also includes pictures for better clarity on food measurements and types of foods. The other questionnaire was from the Health-Care Self-Determination Theory Questionnaire (HCSDTQ) inventory. More specifically the one questionnaire that I felt would provide key information was the Treatment Self-Regulations Questionnaire (TSRQ) over diet only. This questionnaire consists of 15

questions where participants provide responses based on a Likert scale as to why they eat healthy.

Overall, the nutrition coaching framework successfully laid the foundation for nutrition coaching within the recreation center, integrating MI techniques and a behavior change model to support students in making sustainable nutrition improvements. A focus on refining outreach strategies to maximize student engagement and impact will help lead next steps to fully launch.

Chapter 5 - Competencies

My culminating experience with recreational services was about developing a nutrition coaching framework at the collegiate recreation center. This involved applying key public health competencies. These competencies were integrated through the creation of evidence-based program materials, practitioner preparedness, and outreach initiatives, to ensure the nutrition coaching met the needs of college students while adding to the Health Promoting University (HPU) areas of focus.

Competency 7

Assess population needs, assets and capacities that affect communities' health

The courses that fulfilled this competency include MPH 720 – Administration of Health Care Organizations, MPH 802 – Environmental Health, KIN 796 – Program Planning and Evaluation, and KIN 616-Obesity and Physical Activity, Environment, and Policy Influences. MPH 720 and MPH 802 provided a strong overview of the systems that provide care and how the world diseases and environment impact us. KIN 796 - played a significant role in thinking through the components in program development. KIN 616 helped me learn about the various social determinants of health (SDOH) in various populations. For my final paper for KIN 616, I was able to research my specific target audience and learned about nutrition issues and physical inactivity within the college student population. These courses helped provide the foundation for developing a nutrition coaching framework tailored to my specific audience.

The products that fulfilled this competency include the evaluation tool and the Halloween snacks with Nutrition note. The evaluation tool was designed to be sent out within 1-2 weeks after the completion of the nutrition sessions. The evaluation tool was meant to be brief to collect client responses over client satisfaction with the nutrition coaching services and feedback to improve the service. This tool was developed using the Qualtrics Survey software with only 3 multiple choice questions and one open question. This tool will allow us to assess relevance 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. The Halloween snacks with Nutrition Note was a more creative way to provide pre, post, and combination snacks during various group fitness classes on Halloween. Small nutrition notes (about the size of the snack) with a QR code linking to our nutrition coaching website were taped to the “treats” that consisted of protein bars, granola, and fruit snacks. Three different nutrition notes were provided to help briefly educate participants when it’s ideal to consume their snack based on their workout. This type of outreach helped connect students with a new resource in a low-pressure setting and assess population interest and needs. Instructors mentioned participants appreciated the “treats”. This initiative provided an opportunity to educate students about nutrition and bridge a gap between how they fuel for their workouts.

Competency 9

Design a population-based policy, program, project, or intervention

The courses that met this competency include MPH 754-Introduction to Epidemiology and KIN 616 - Obesity and Physical Activity, Environment, and Policy Influences. The courses helped with learning about various data on colleges students

and creating the nutrition coaching framework. KIN 616 helped me learn about my target audience and policies on campus that impact college students. This course also helped with making an informed decision about the type of products to develop.

The products that met this competency include four products. The nutrition intake form was developed in Qualtrics, a survey-based survey software as a tool to collect essential client information. This client information ensures nutrition coaching sessions are personalized to the clients' nutritional needs. The website copy was a product to help provide the text information over what nutrition coaching is, for our website. This included the purpose of nutrition coaching, cost, and options available such as 1:1 and group coaching and the type of physical activity. The marketing flyer serves as a marketing tool communicating the benefits create interest for participation. Both the website copy, and the marketing flyer identify provide information on an intervention based on the population's needs.

The nutrition session interview guide & documentation template plays a critical role in conducting standardized client interviews. This will assist me as the dietitian to gather key information during the session to better help me provide individualized care. The fourth product to meet this competency is the nutrition & well-being handouts. These handouts cover 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. Both the interview guide and handouts are part of the intervention implementation of nutrition coaching.

Competency 11

Select methods to evaluate public health programs

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 sessions for future improvements.

The product that directly met this competency is the evaluation tool. It was designed to be sent out after completion of the nutrition coaching sessions. This tool was developed using the Qualtrics Survey software a few questions (3 multiple choice and 1 open question). This tool will allow us to assess nutrition coaching relevance 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.

Competency 13

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

Several courses helped me bridge the importance of health issues and how human behavior matters in how health or in this case, nutrition information is received. These courses include MPH 720 – Administration of Health Care Organizations, MPH 818 – Social and Behavioral bases of Public Health, and KIN 805 – Physical Activity and Human Behavior. I learned how systems work within an institution, the importance of behavior change supported by various models and theories.

Knowing the stakeholders is key for program implementation. For my nutrition coaching framework 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 his direct supervisor who's an associate vice-president who oversees well-being for students on campus.

The nutrition presentation for college-aged groups based on educating college students over proper fueling strategies for exercise and physical activity, campus resources, while also highlighting nutrition coaching. I was also able to network and partner with various organizations and collaborate with academic classes to speak on

the upcoming services at the recreation center. When presenting, I strategically tailored the content to align with the audience's need to ensure effective communication and engagement. This approach included interactive discussion to facilitate active participation. In addition, I integrated some opportunities for class discussions, allowing students to apply key concepts discussed in a group setting. 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 yoga activity in a supportive environment a couple times during the summer of 2024. For Airforce ROTC (AFROTC) and the freshman academic class of DAS 100, a nutrition and wellbeing presentation was given over nutrition, hydration, sleep, physical activity, and campus resources. This included a QR code for the nutrition coaching website.

Competency 16

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

The courses that helped meet this competency include MPH 720 – Administration of Health Care Organizations, MPH 818 – Social and Behavioral bases of Public Health, and KIN 805 – Physical and Human Behavior. They 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, fostering collaboration, and guided my decision-making through evidence-based initiatives and development of tools for nutrition coaching.

The nutrition presentations supported this competency by 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 well-being choices while in college. By strategically planning these presentations to engage diverse student groups, I applied leadership principles to address nutrition education gaps within a collegiate setting.

The nutrition session interview guide with the documentation template was designed to assist in session facilitation and structured around the four Motivational Interviewing (MI) processes: Engage, Focus, Evoke, and Plan. It included key discussion topics such as food recall, energy needs, and nutrition education, with space for additional concerns arising from the client's intake form. The guide also featured customizable MI questions and dedicated note-taking sections. Additionally, an "ADIME note" template was created for documentation, following the Nutrition Care Process that most dietitians use. This template included sections for Assessment, Diagnosis (nutrition diagnosis), Intervention, and Monitoring & Evaluation (ADIME) to summarize the session effectively and have for documentation for future follow up sessions.

The evaluation tool was designed to be sent post nutrition session completion to collect brief responses over client satisfaction with the nutrition coaching services. As previously mentioned, one of the questions was an open question asking how we can improve the service. This will provide an opportunity to modify or evolve the program based on relevant feedback for the moment. It will help me assess the new service and help make a decision on how to improve its effectiveness to the community needs, in this case, college students, and align with a health promoting university initiatives.

The Halloween snacks with a nutrition note met this competency as I was able to apply leadership and management by creatively planning and implementing a targeted initiative to promote nutrition education and bring awareness about a new service. I was able to lead my team to assist with communicating information about this initiative which included group fitness instructors, personal trainers, and an intern.

Competency 19

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

The course that meets this competency is 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 well-being choices.

The nutrition presentation for college-aged groups was an initiative that was two-fold with effectively communicating evidence-based fueling strategies, grocery shopping tips, dorm-friendly snacks, goal setting strategies, and campus resources, while also highlighting the upcoming nutrition coaching service. When presenting, I asked open-ended questions and asked them to share with the group, if they felt comfortable. This allowed for interactive discussions and reflection on their habits and experiences in a supportive environment. Effective communication techniques such as interactive discussions, group activities, and engaging questions, were used to foster student participation and retention of key concepts. In some presentations, nutrition & wellbeing handouts were used to further address this competency by offering educational material that covers essential topics. The topics include grocery shopping, dorm-friendly meals, and goal setting strategies.

Table 5.1 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: provided foundations to create a nutrition coaching programming.

		The evaluation tool will help assess population needs as the nutrition coaching progresses and the Halloween snacks initiative will promote community health.
9	Design a population-based policy, program, project, or intervention	MPH 754-Introduction to Epidemiology and KIN 616-Obesity and Physical Activity, Environment, and Policy Influences helped create the nutrition coaching and create various ways of delivery of the service such providing 1:1 or group workshop with activity. This was supported with website copy, marketing flyer, interview and documentation template, nutrition 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 base knowledge to help develop the evaluation tool to 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 provided foundations to create a nutrition coaching for a 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 activity component
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 provided 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 improvements

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.
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Table 5.2 MPH Foundational Competencies and Course Taught In

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	

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
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 5.3 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 for whom I developed the nutrition coaching framework. 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.

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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)
 - ☐ Sophomore (2)
 - ☐ Junior (3)
 - ☐ Senior (4)
 - ☐ Graduate (5)
 - ☐ PhD/Doctoral (6)
 - ☐ 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?

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

☐ Yes, I've entered it below: (1)

☐ 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 do 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

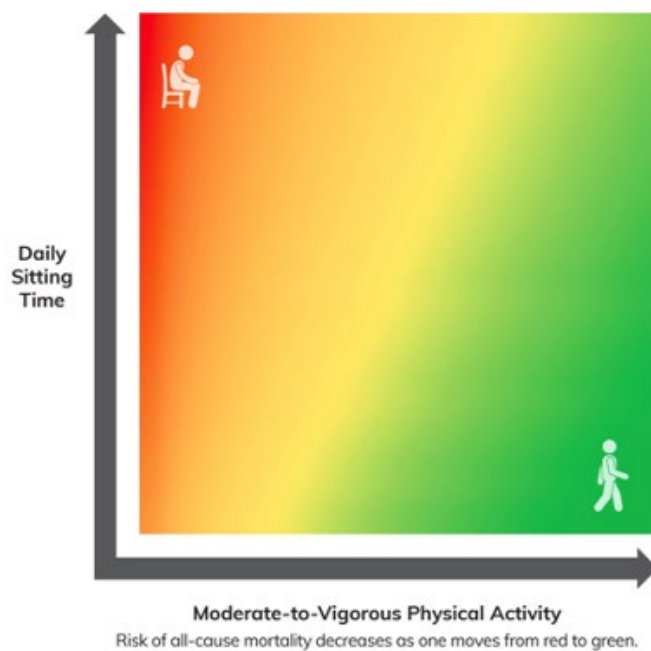


* If you prefer vigorous-intensity aerobic activity (like running), aim for at least 75 minutes a week.

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



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Appendix C - Website Copy

Kansas State University

Sign InBrowse A-Z

Recreational Services

Q

About UsRec ComplexPrograms

K-State homeRec Services homeFitnessNutrition 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

fX@

Recreational Services

65

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	Focus	Evoke	Plan
Introductions	What do they expect to get out of session?	Why do they want to make a change?	Let the client set their goals & how to achieve them?
Inquire why client is here	Have they considered behavior changes?	What benefits are most important to them?	Write down objectives?
Build Rapport		How might their life improve?	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

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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):

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Handout 4: Relaxation Meditation

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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.



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 quiet 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.

1. Lee, C. I. (2019, January 14). *24 Ways to Ground Yourself When You're Feeling Overwhelmed* - LA Concierge Psychologist. LA Concierge Psychologist. <https://laconciergepsychologist.com/blog/24-ways-to-ground-yourself-when-youre-feeling-overwhelmed/>

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1. Calm. (2023, October 18). *Box breathing: how to do it and why it matters*. Calm Blog. <https://www.calm.com/blog/box-breathing>

2. Del, C. A., Funk, G. D., & Feldman, J. L. (2018). Breathing matters. *Nature Reviews. Neuroscience*, 19(6), 351–367. <https://doi.org/10.1038/s41583-018-0003-6>

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)
 - ☐ 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.