Supplemental Material for:

Spiker M, Hege A, Giddens J, Cummings J, Steinmetz J, Tagtow A, Bergquist E, Burns L, Campbell C, Stadler D, Combs E, Prange N, Schwartz A, Brown K, and Sauer, K (2021), Leveraging Online Learning to Promote Systems Thinking for Sustainable Food Systems Training in Dietetics Education. *Frontiers in Nutrition.*

APPENDIX A: Survey instruments

1. Pre-survey

	Question	Response Option
Q1	Rate the level you agree or disagree with the following statements. I feel confident in my ability to: [Insert specific learning outcomes]	SELECT ONE () Strongly agree () Agree () Disagree () Strongly disagree
Q2	By the time I complete this activity, I hope to be able to:	OPEN-ENDED (TEXT BOX)
Q3	What else should we know?	OPEN-ENDED (TEXT BOX)

2. Post-survey

	Question	Response Option
Q1	Please indicate which of the following activities you participated in:	CHECK ALL THAT APPLY [ ] Attended training webinar (live) [ ] Attended training webinar (watched the recording after) [ ] Worked on the practice activity [ ] Submitted the practice activity [ ] Attended the synthesis webinar (live) [ ] Attended the synthesis webinar (watched the recording after)

Q2	Rate the level you agree or disagree with the following statements. I feel confident in my ability to: [Insert specific learning outcomes]	SELECT ONE () Strongly agree () Agree () Disagree () Strongly disagree
Q3	The overall activity was:	SELECT ONE () Excellent () Good () Satisfactory () Weak () Poor
Q4	What were the most useful aspects of this activity?	OPEN-ENDED (TEXT BOX)
Q5	What would improve this activity for future learners?	OPEN-ENDED (TEXT BOX)
Q6	The overall effectiveness of the facilitator was:	SELECT ONE () Excellent () Good () Satisfactory () Weak () Poor
Q7	Please share any additional feedback you may have about the facilitator.	OPEN-ENDED (TEXT BOX)
Q8	Are there any changes to the format that could improve the learning experience for future participants?	OPEN-ENDED (TEXT BOX)
Q9	What else should we know?	OPEN-ENDED (TEXT BOX)

APPENDIX B: Numerical values for survey results shown in Figure 2

Series on individual, policy, system, and environmental (I+PSE) change

	Strongly Agree	Agree	Disagree	Strongly Disagree
Before the series: I feel confident in my ability to…				
… describe the intersection of food systems, public health, and nutrition (n, % of 38 respondents)	1 (2.6%)	23 (60.5%)	12 (31.6%)	2 (5.3%)
… identify how theoretical models can shape broader interventions (n, % of 37 respondents)	0 (0%)	13 (35.1%)	22 (59.5%)	2 (5.4%)
… apply policy, system, and environmental change to sustainable food system initiatives (n, % of 38 respondents)	1 (2.6%)	10 (26.3%)	23 (60.5%)	4 (10.5%)
After the series: I feel confident in my ability to…				
… describe the intersection of food systems, public health, and nutrition (n, % of 10 respondents)	6 (60%)	4 (40%)	0 (0%)	0 (0%)
… identify how theoretical models can shape broader interventions (n, % of 10 respondents)	4 (40%)	6 (60%)	0 (0%)	0 (0%)
… apply policy, system, and environmental change to sustainable food system initiatives (n, % of 9 respondents)	5 (55.6%)	4 (44.4%)	0 (0%)	0 (0%)

Note that the number of respondents differs by question because survey questions were optional.

Series on malnutrition through the lens of systems thinking

	Strongly Agree	Agree	Disagree	Strongly Disagree
Before the series: I feel confident in my ability to…				
… describe what is means by a systems thinking approach (n, % of 16 respondents)	4 (25%)	2 (12.5%)	9 (56.3%)	1 (6.3%)
… describe at least one way systems thinking can be applied to the field of nutrition and dietetics (n, % of 21 respondents)	3 (14.3%)	5 (23.8%)	11 (52.4%)	2 (9.5%)
… use an impact analysis to discuss issues related to malnutrition in both the United States and a global context (n, % of 28 respondents)	1 (3.6%)	8 (28.6%)	15 (53.6%)	4 (14.3%)
After the series: I feel confident in my ability to…				
… describe what is means by a systems thinking approach (n, % of 4 respondents)	0 (0%)	4 (100%)	0 (0%)	0 (0%)
… describe at least one way systems thinking can be applied to the field of nutrition and dietetics (n, % of 4 respondents)	0 (0%)	4 (100%)	0 (0%)	0 (0%)
… use an impact analysis to discuss issues related to malnutrition in both the United States and a global context (n, % of 5 respondents)	2 (40%)	3 (60%)	0 (0%)	0 (0%)

Note that the number of respondents differs by question because survey questions were optional.