

Feed the World: Working to End Hunger in Vulnerable Populations

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MPH- Nutrition Candidate

Convoy of Hope, Springfield, MO

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About Me

- ▶ B.S.N.
(telemetry, cardiac rehab, home health, Ernst and Young- Auditing Division)
- ▶ M.S.Ed
(certified in grades 1-6, middle school communication arts and high school English)
- ▶ Trainer and Group Fitness Instructor at Greene County Family Center



Outline

- APE Site and Preceptor Overview
- Literature Review
- Project Descriptions and Outcomes
- Results, Discussion and Future Direction
- Competencies
- Acknowledgments, References and Questions

Project Overview

- Location: Convoy of Hope Global Headquarters, located in Springfield, Missouri.
- I worked in the Global Programs Department which encompasses Children's Feeding, Women's Empowerment, and Agriculture.
- Assigned mentor: Melanie Morgan, R.D.N./Nutritionist (Children's Feeding Program)

About Convoy of Hope

- ↓ Faith-Based Non-Profit located in Springfield, MO
- ↓ Founded in 1994 by Hal Donaldson
- ↓ Ranked #35 on Forbes Top 100 Charities list in 2024
- ↓ Provide food, supplies, and humanitarian services to people in need
- ↓ Initiatives include: Children's Feeding, Agriculture, Women's Empowerment, Community Outreach, Rural Initiatives and Disaster Services
- ↓ The Children's Feeding Initiative serves 37 countries and feeds over 571,000 children daily.



Photo: <https://convoyofhope.org/about/press/convoy-of-hope-to-dedicate-new-global-headquarters/>

Countries Served by Children's Feeding and Agriculture Initiatives



Literature Review

Global Malnutrition-

More than 802 million people worldwide are food insecure (United Nations, 2023).

Chronic Malnutrition -

- ↳ Ethiopian study showed 21.3% of children were stunted, 18% were underweight, and over 17% experienced wasting (Assemie et al., 2020).

Stunting and Wasting can lead to

- ↳ delayed mental development, poor school performance, decreased intellectual capacity, increased susceptibility to infectious diseases and risk of death (WHO, 2023).



Photo: <https://nutrition.org/new-ajcn-open-access-supplement/>

Literature Review

“Double burden of malnutrition” refers to the simultaneous presence of both undernutrition (like stunting and wasting) and overnutrition (like overweight and obesity) within the same population, often in low- and middle-income countries.

Around 160 million children worldwide are obese.
(World Health Organization, 2024).

Overweight children face increased risks for obesity in adulthood, cardiovascular disease, musculoskeletal disorders, and certain cancers (WHO, 2023).



Photo: <https://www.unicef.org/>

Literature Review

Feeding Program Benefits -

School meal interventions improve attendance, enrollment, and learning (Wall et al., 2022), weight, height, school attendance, math performance, bone mineral density, and behavior (Owusu et al., 2016).

A school feeding program for displaced female children in Uganda reduced anemia among adolescent girls (Adelman et al., 2018b).

A study in Haiti found that a fortified peanut butter snack significantly increased hemoglobin levels and reduced anemia risk (Iannotti et al., 2015).



Photo: Convoy of Hope

Literature Review

Maternal and Infant Health in Tanzania -

A woman's lifetime risk of maternal death is 1 in 4900 in developed countries, versus 1 in 180 in developing countries. Reasons include poverty, distance, lack of information and education, lack of services, and cultural practices. (WHO, 2018)

A women's health clinic in rural Tanzania reported that 42% of pregnant women were anemic, increasing the risk of maternal mortality, preterm birth, and low birth weight (Mosha et al., 2022).



Photo: World Health Organization

The Roma of Slovakia



- 400K-500K Roma in Slovakia
- Experience discrimination in employment, access to public spaces, housing, law-enforcement interactions, healthcare
- Live in segregated settlements - poor infrastructure, inadequate housing, lack of clean water
- Only 25% of youth are enrolled in school

Product: Roma Nutrition Curriculum

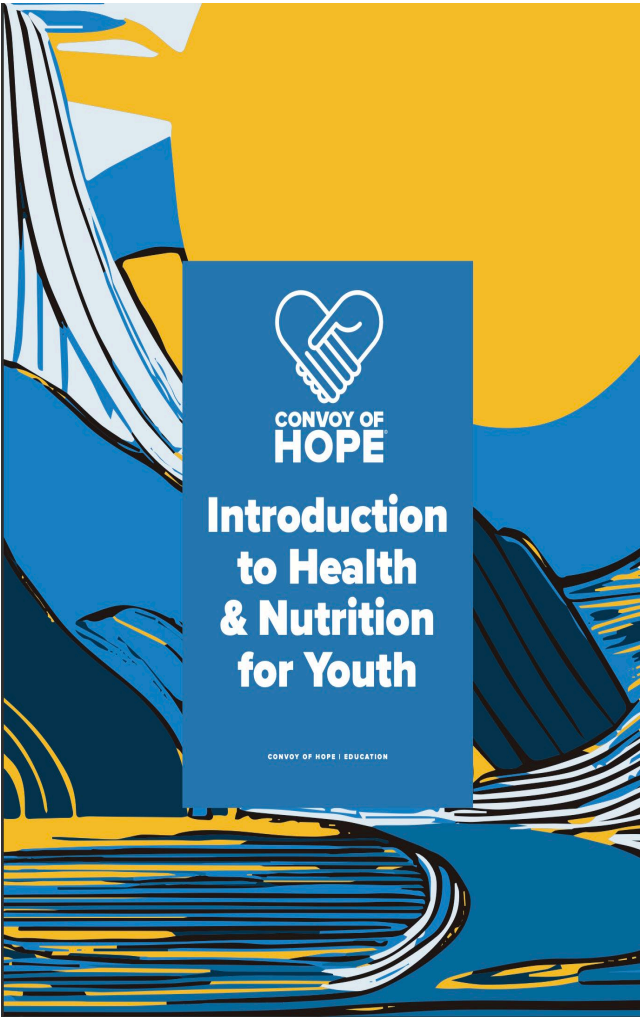
Objective: Develop a curriculum for Roma youth ages 12-18 in Slovakia

Activities: Created an 8-lesson nutrition curriculum

Outcome/Results: This curriculum has been formalized and will be piloted at several centers in Slovakia.

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Roma Nutrition Curriculum Lesson Example

Lesson 3 Energy Foods



WELCOME

- Welcome participants at the door.
- Invite the participants to take a seat in the circle of chairs.
- Play lively music; maybe lead an energizer.
- Thank everyone for being present.

SUPPLIES NEEDED

- Chart Paper
- Chart Markers
- Paper or Construction Paper
- Pencils or Colors
- Scissors (Print and cut out the fruit, vegetable, and processed food cards.)
- Tape
- Card (or sticky notes)

GROUP AGREEMENT

Read this together as a group: This group is a safe place where we can share personal stories and opinions. When someone shares, it's like a gift to the group. For this reason, we must create a safe space where everyone feels good about sharing these gifts.

GOALS

At the end of this session, I will know:

- Which foods provide energy
- How these foods work and why they are important

ICEBREAKER

What Am I? Game: Write the name of energy foods (see examples at the bottom of the page) on cards or sticky notes. Each student gets a card that is taped to their back. (Alternatively, a Post-it Note can be used.) The card has the name of an energy food written on it. Next, give students 3-5 minutes to move around the room and ask questions of one another to try to figure out the name of the food taped to their back. (For example, one student looks at the food written on the card on the back of another student. They can give hints about the food, such as, "It can be brown or white," "It is shaped like an oval," etc. The student with the name of the food on their back has to guess which food is written down based on the hints.)

ANCHOR (BIG IDEAS)

- Where do you think energy comes from?
- What kind of foods make you feel like you have more energy?
- What kind of foods make you tired — like you want to take a nap?

LESSON (CONTENT)

The foods you eat and the beverages you drink give your body the energy it needs to keep you going. For example, your body uses energy to breathe, keep your heart beating, grow, and do physical activities like walking, jumping, and running.

The body can use different types of food for energy. Examples include:

- fruits
- beans
- dairy
- pasta
- rice
- potatoes
- corn
- nuts
- seeds
- eggs

Sugary foods like doughnuts, cakes, pies, and ice cream can give you energy too, but they are calorie-dense foods without a lot of nutritional value. This means that they give us a quick burst of energy but then make us feel tired and sleepy afterward.

Cream, butter, cheese, and fatty meat also give us energy, but too much of these foods are not good because they are very high in calories and most of them don't offer many nutritional benefits for the body.

APPLY (EXTENDED APPLICATION)

Show pictures of different foods and ask students if they think the foods would give their bodies energy that would last for a couple of hours, or if they think they are foods that might give them a short burst of energy but would make them feel tired afterward. Below are some sample cards. (Print cards and cut them out ahead of time.)

- flashcardsforkindergarten.com/wp-content/uploads/2020/06/VEGETABLE-FLASHCARDS.pdf (vegetables)
- flashcardsforkindergarten.com/wp-content/uploads/2020/06/FRUIT-FLASHCARDS.pdf (fruits)
- flashcardsforkindergarten.com/wp-content/uploads/2020/06/FOOD-flashcards.pdf (various foods, including highly processed foods)

AWAY (HOME)

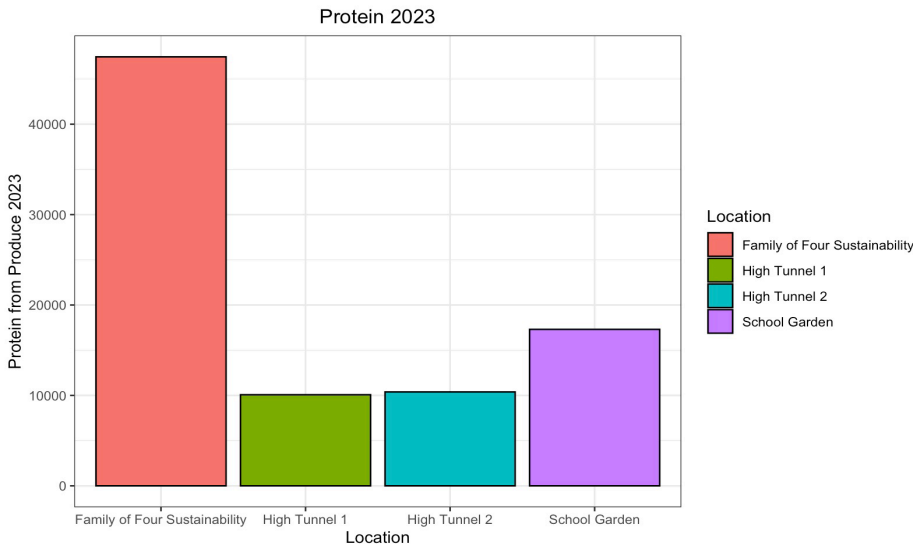
Tell students: Notice over the next few days how specific foods and your meals make you feel a couple of hours after you eat them. Which foods give you more energy? Which foods make you feel tired afterward? Ask your family members which foods they like to eat when they need extra energy for work or physical activity.

Product:

Garden Sustainability Project

Objective: Meet nutritional needs for a family of four for one year.

Outcome: Current garden designs were insufficient to meet nutritional needs for family of four.



High Tunnel 1 Calories and Macros					
Produce Name	Pounds	HT 1 Calories	HT 1 Carbs	HT 1 Fats	HT1 Protein
Bell Peppers	16.56	1653	385	17	68
Jalepeno Peppers	17.17	2259	506	29	71
Sweet Banana Peppers	17.48	2141	424	36	132
Zucchini	134.20	10348	1893	195	737
Beets	8.04	1568	349	6	59
Spinach	11.34	1183	187	20	147
Cauliflower	12.68	1438	305	6	114
Okra	83.71	12530	2829	72	721
Broccoli	7.93	1223	239	13	101
Tomatoes	1,189.92	97160	20997	1080	4750
Basil	10.83	1130	131	31	155
Tumips	0.00	0	0	0	0
Collard Greens	0.00	0	0	0	0
Leaf Lettuce	0.00	0	0	0	0
Eggplant	57.30	6498	1528	47	255
Cucumber	89.82	6111	1479	45	265
Cabbage	12.52	1420	329	6	73
Squash	81.16	6995	1428	99	372
Carrots	8.92	1659	388	10	38
Green Beans	15.04	2006	482	0	161
Corn	0.00	0	0	0	0
Kale	28.32	5524	568	191	375
Watermelon	0.00	0	0	0	0
Cantaloupe	0.00	0	0	0	0
Onions	14.84	2221	517	9	60
Purple Hull Peas	16.54	11104	2038	47	742
Anaheim Peppers	2.44	51	2	10	33
Potatoes	0.00	0	0	0	0
Sugar Rush Peppers	9.96	1807	398	20	84
Swiss Chard	0.00	0	0	0	0
Peanuts	0.00	0	0	0	0
Ginger	6.02	2184	485	20	50
Aji Lemon Pepper	3.05	1462	373	19	61
Charapita Pepper	6.43	1167	257	13	55
Parsley	0.40	65	11	1	5
Lettuce	10.29	653	136	7	53
Emerald Kale	9.50	1853	190	64	126
Head of a Thousand Kale	13.88	2707	278	94	184
Radishes	3.40	247	42	2	10

Product: Latin American Countries Sports Curriculum (8-12 year olds)

Objective: Address rising rates of children who are overweight or obese due to increased prevalence of ultra processed foods inactivity in youth

Lessons:
My Plate
Energy/Carbs
Fats
Protein
Exercise
Ultra Processed
Foods/Nutrition Labels
Mental Health
Disease Prevention

Outcome: Curriculum is being finalized by Marketing and Communications Department.



Ultra Processed Foods/Nutrition Labels

CONVOY OF HOPE LESSON PLAN

- **Lesson title:** Introduction to ultra-processed foods and understanding how to read a nutrition label
- **Describe your students:** This lesson plan is designed for 25 third grade students
- **How long is the class?** 1 hour
- **Overall Instructional Goal:** To give students the basic understanding of ultra-processed foods and provide an alternative to ultra-processed foods to students, and to understand how to read a nutrition label
- **Lesson Learning objectives AND how you will measure each** (at least 2 objectives):
 - Students will:
 - i. Understand the difference between whole foods and processed foods.

1.Measurement: Students will be able to correctly categorize foods in order from whole food to ultra processed food.
 - ii. Identify alternative foods to their typical ultra-processed foods

2. Measurement: Students will be able to share examples of substitutions they can make for ultra processed foods with whole foods or less processed foods.
 - iii. Understand how to read a nutrition label.

3. Measurement: Students will be able to list three pieces of information they can find on a nutrition label. (calories, serving size, added sugars) They will be able to verbalize a basic understanding of why understanding nutrition labels is important.
- **Why this lesson?**

Provide justification/reason for why you are teaching this lesson. How does it 'fit' with the goals for the curriculum? This lesson is important because there are known health benefits of whole food nutrition, and health risks associated with ultra processed foods. Understanding how to read a nutrition label can help students make informed choices about the foods they choose.
- **Materials - List all materials, handouts, etc.** Food picture cards, brown bags, food cards and nutrition labels (See links in lesson for cards.), blank paper, colors or pencils

THE PLAN

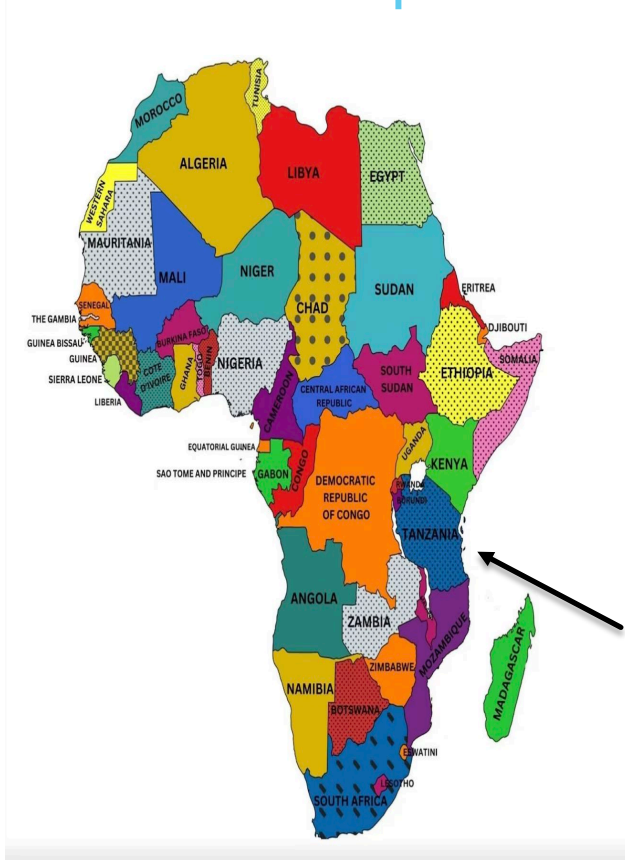
(describe the activities & student arrangement)

come the students and open the lesson in prayer (2 min.)

id scripture over the students or all together (2 min.)

nsition: "Good morning/afternoon. We are going to begin by looking at some pictures of different es of food to see if we can put them in categories based on what has been done to the food."

Product: Tanzania Maternal Health Clinic Proposal



Proposal for Maternal Health Education Program at Tanzania Clinic

To: Jason McClaflin

From: Aline Vann

Date: Aug 8, 2024

Subject: Tanzania Health Clinic Initiative

Introduction

As Convoys of Hope's programming expands around the world, there has been an increased desire to deliver essential medical care and education to underserved areas. A group of rural communities in Tanzania were selected as a pilot for a medical intervention initiative with a focus on maternal health. This proposal examines deficiencies in knowledge regarding maternal health and lactation for pregnant women and new mothers in Tanzania. It also explores opportunities for education to improve maternal health and infant outcomes. Jason McClafflin, other Convoys of Hope team members, volunteer physicians, and local healthcare workers toured the clinic in Tanzania to obtain insight and feedback in areas that could benefit from more knowledge and resources. Based on that initial visit and subsequent discussions, three topics have been identified as potential areas of focus for this initial phase.

Background Information

Maternal health is essential to public health, especially in developing regions like Tanzania. Educating pregnant women and new mothers on pregnancy-related health topics can significantly improve health outcomes for both mothers and their babies. This proposal outlines the first steps for a health initiative in Tanzania, focusing on what pregnant women can expect during each trimester, the importance of maternal nutrition, common vitamin deficiencies during pregnancy, and lactation basics.

Although Tanzania has made some gains in the mortality rate of children under five, rates for maternal and neonatal mortality remain high. Researchers have identified both direct and indirect causes for these statistics. Bwana et al. (2019) found that over ten years, more than 80% of deaths in pregnant women occurred due to direct causes such

Product: Tanzania Maternal Health Clinic Proposal

Objective: Reduced mortality in pregnant women and infants in Tanzania

Three Key Topics of Proposal Based on Research Findings:

- ↓ Educate mothers on expectations for each trimester and labor and delivery
- ↓ Address maternal nutrition and vitamin deficiencies
- ↓ Provide lactation education to new mothers

Outcome: Determined clinics must provide prenatal care and delivery, but ALSO education, family planning and pre- and post-natal services

The Convoy team has made future visits to Tanzania and is solidifying plans for implementing a pilot program.

Product: Anthro Plus Program

Objective: Use Anthro Plus to document current statistical data

Outcomes: generated HAZ (height-for-age z score), WAZ (weight-for-age z score), and BAZ (BMI for age z score) data with standard deviation graphs

Created step-by-step guide for updating Anthro Plus Data

Date of birth	Age (d)	Age (m)	Weight (kg)	Oedema	Recumbent	Height (cm)	WAZ	HAZ	BAZ
1/6/12	3403	111.8	45	No	No	149	2.24	2.35	1.57
4/15/11	3669	120.54	35	No	No	135	0.69	-0.47	1.28
1/3/12	3406	111.9	31	No	No	137	0.41	0.45	0.21
2/5/12	3373	110.82	29	No	No	124	0.05	-1.61	1.35
12/29/12	3045	100.04	26	No	No	133	-0.08	0.68	-0.81
5/8/13	2915	95.77	25	No	No	125	-0.1	-0.38	0.18
5/8/13	2915	95.77	25	No	No	125	-0.1	-0.38	0.18
11/20/13	2719	89.33	23	No	No	121	-0.13	-0.42	0.12
4/13/14	2575	84.6	22	No	No	121	-0.14	-0.02	-0.24
4/13/14	2575	84.6	22	No	No	121	-0.14	-0.02	-0.24
4/9/13	2944	96.72	25	No	No	126	-0.16	-0.28	0
6/29/14	2498	82.07	22	No	No	120	-0.16	-0.16	-0.12
1/29/13	3014	99.02	25	No	No	121	-0.19	-1.2	0.66
7/10/11	3583	117.72	30	No	No	139	-0.22	0.24	-0.52
2/16/14	2631	86.44	22	No	No	125	-0.25	0.55	-0.91
6/25/11	3598	118.21	30	No	No	139	-0.25	0.2	-0.54
2/13/14	2634	86.54	22	No	No	118	-0.26	-0.72	0.2
11/14/13	2725	89.53	23	No	No	117	-0.32	-1.34	0.77
12/7/11	3433	112.79	28	No	No	133	-0.33	-0.31	-0.24
6/25/11	3598	118.21	29	No	No	134	-0.35	-0.48	-0.13
11/11/11	3459	113.64	28	No	No	133	-0.39	-0.38	-0.26
11/20/13	2719	89.33	22	No	No	124	-0.42	0.12	-0.77
10/10/11	3491	114.69	28	No	No	136	-0.45	0.02	-0.69
1/20/12	3389	111.34	27	No	No	120	-0.45	-2.29	1.3
7/14/14	2483	81.58	21	No	No	121	-0.48	0.08	-0.86
5/4/12	3284	107.89	26	No	No	127	-0.52	-0.92	0.05
12/5/12	3069	100.83	24	No	No	128	-0.56	-0.16	-0.72
3/22/12	3327	109.31	26	No	No	131	-0.58	-0.35	-0.56
3/18/12	3331	109.44	26	No	No	132	-0.59	-0.2	-0.71
5/15/13	2908	95.54	23	No	No	128	-0.69	0.17	-1.3
5/15/13	2908	95.54	23	No	No	128	-0.69	0.17	-1.3
10/6/13	2764	90.81	22	No	No	121	-0.73	-0.71	-0.43
1/19/13	3024	99.35	23	No	No	122	-0.74	-1.05	-0.19
3/28/13	2956	97.12	23	No	No	117	-0.78	-1.89	0.64
12/8/11	3432	112.76	26	No	No	124	-0.79	-1.73	0.41
1/21/15	2292	75.3	19	No	No	112	-0.81	-1.11	-0.15
7/28/14	2469	81.12	20	No	No	118	-0.82	-0.45	-0.84
4/13/12	3305	108.58	25	No	No	130	-0.83	-0.47	-0.88
4/29/13	2924	96.07	22	No	No	122	-0.83	-0.79	-0.55
4/24/13	2929	96.23	22	No	No	124	-0.84	-0.46	-0.87
4/24/13	2929	96.23	22	No	No	124	-0.84	-0.46	-0.87
8/11/12	3185	104.64	24	No	No	130	-0.9	-0.18	-1.29
3/5/13	2979	97.87	22	No	No	120	-0.94	-1.28	-0.27
1/1/13	3042	99.94	23	No	No	115	-0.95	-2.43	0.9
10/12/12	3123	102.6	23	No	No	123	-0.95	-1.14	-0.4

- Ensure that raw data from PCs is in the correct format.
 - Download to an Excel spreadsheet.
 - Add a column titled, "Program Center" and ensure that all cells in the column contain the center's name.
 - If there are multiple sheets, copy individual pages into one Excel sheet. (Make a copy so the original data is still intact.)
 - Data must include Program Center Name/Name/Gender/DOB or Age/Height in cm/Weight in kg. (You must also know the date of measurement to know what to use for data's date.)
 - Reformat DOB cells so that they are formatted as four digit year, two digit month, and two digit day. (ie. 2004-03-14)
 - Use Command+F to find any symbols. (ie., ñ) and replace all with traditional letters.
 - Sort DOB column by age. Data is only included for 5-18 year olds. (Highlight column, select sort and filter, replace all.
 - Name the tab for this sheet, "raw data."
- Importing data into Anthro Plus
 - Save form as "Text Tab delimited".
 - Email it to yourself.
 - Open Microsoft desktop version.
 - Open Mail in Microsoft version, find the email you sent to yourself, and download .txt file.
 - Open Anthro Plus.
- Using Anthro Plus
 - Once in Anthro Plus, click on Nutritional Survey Model.
 - Select Nutritional Survey
 - Choose import from file.
 - Select .txt file.
 - Make sure the data sheet is closed.
- Create new sheet in your Excel document for Anthro Plus data
 - Create a second sheet in the new Excel document and title the tab, "Anthro Plus" data.
 - Save newly created Anthro Plus document into your excel file by highlighting in top left corner of the data and hitting Control + C.
 - Go back to the Excel document created in step 1 (the copy of the original), select the second, "Anthro Plus" tab, and paste data into the document using Control + V.
- Perform formatting changes to highlight out of range Waz, Haz, and Baz data (in Anthro tab).

Product: Monday.com Board

Objective: Create a way to view a high-level anthropometric data overview of students participating in Convoy of Hope's feeding programs

Outcome:
Monday.com Project Management Board

The image shows a Monday.com board titled "Anthropometric Data". The board is viewed in "Main Table" mode. The table displays data for 2022 and 2024, organized by country and then by item/subitem. The 2022 data includes rows for Madagascar, Kenya, Bangladesh, and Gaza Lighthouse. The 2024 data includes rows for Columbia and Ecuador. The table columns include Item, % Student Thinn..., Spri..., % Student Under..., % Students Stun..., % Student Thinn..., and %. A blue box highlights a subitem in the 2024 data for Columbia.

Year	Item	% Student Thinn...	Spri...	% Student Under...	% Students Stun...	% Student Thinn...	+
2022	Madagascar 4	4					
	Kenya 10			7			
	Bangladesh	43					
	Gaza Lighthouse	2		2			
2024	Columbia 8						
	Subitem						
		0		14		0	
		0		0		4	
		3		10		2	
		0		0		0	
		3		15		18	
		0		14		0	
		0		0		0	
		0		0		0	
Ecuador 5							

Product: Employee Wellness Fair

Objective: Assist with planning and execution of Convoy of Hope's first annual Employee Wellness Fair

Activities: Packed vendor gift bags, created trivia questions, attended planning meetings, assisted with fair

Outcome/Results: Wellness Fair was successful and will become an annual event



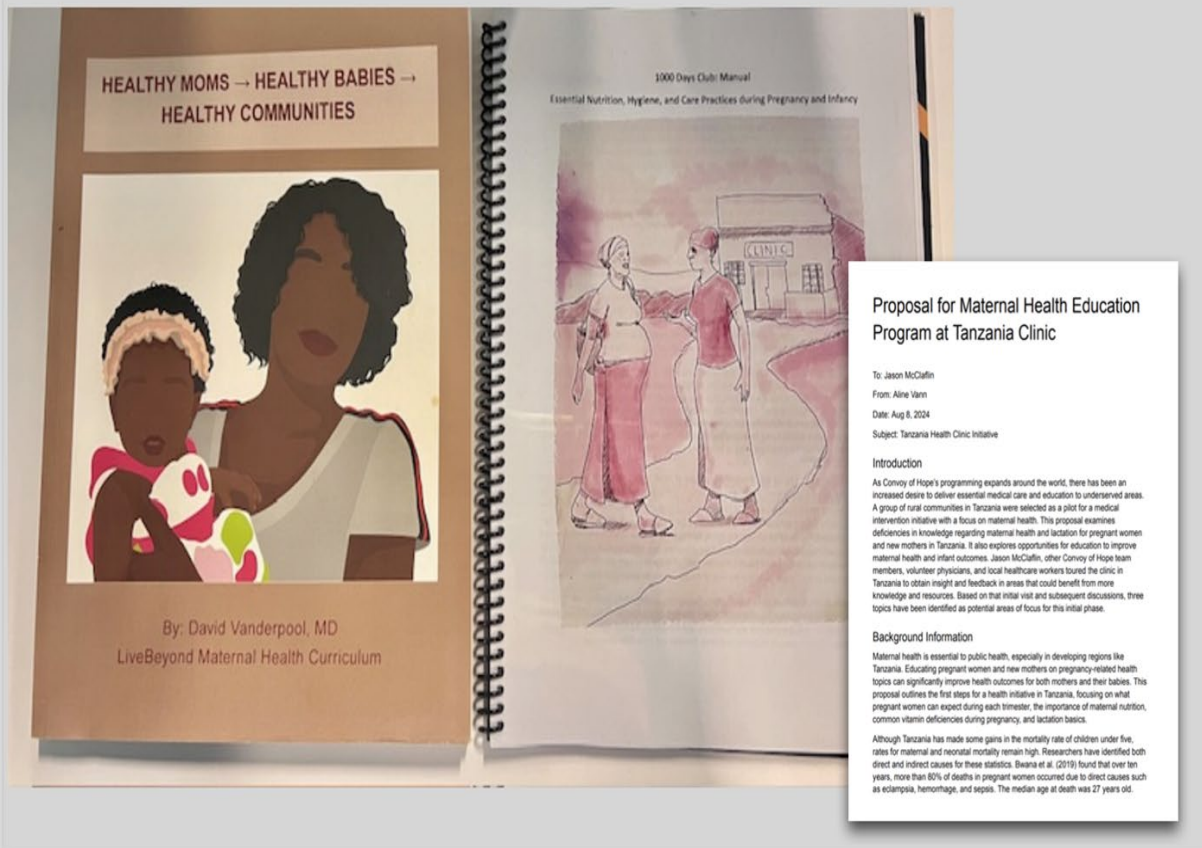
Trivia Questions for Wellness Fair (correct answers in red)

1. Which vitamin is known as the sunshine vitamin?
 - a. Vitamin C
 - b. Vitamin L
 - c. **Vitamin D**
2. Which fruit has more vitamin C per 100 grams, orange, peach or kiwifruit?
 - a. **Kiwi**
 - b. Orange
 - c. Peach
3. Which type of fat is considered "good fat" and is found in foods like avocados and olive oil?
 - a. Polyunsaturated fat
 - b. **Monounsaturated fat**
 - c. Saturated fat
4. What mineral is essential for strong bones and teeth and is commonly found in dairy products?
 - a. Enamel
 - b. Zinc
 - c. **Calcium**
5. Which vegetable is known for being high in beta-carotene, which is converted by the body to Vitamin A?
 - a. **Carrots**
 - b. Zucchini
 - c. Bell Peppers
6. Which nutrient is primarily responsible for providing the body with energy?
 - a. Fats
 - b. **Carbohydrates**
 - c. Proteins
7. Which type of sugar is naturally found in milk and dairy products?
 - a. **Lactose**
 - b. Glucose
 - c. Fructose

Product: Wrap Up Presentation

Objective: Create a presentation to deliver to members of the Global Programs team highlighting significant aspects of internship

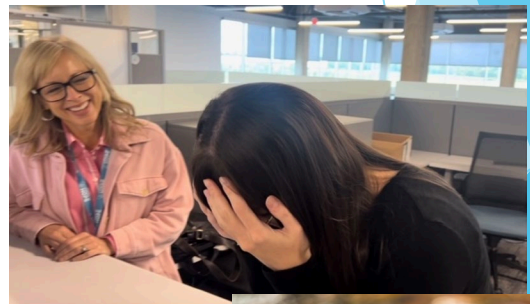
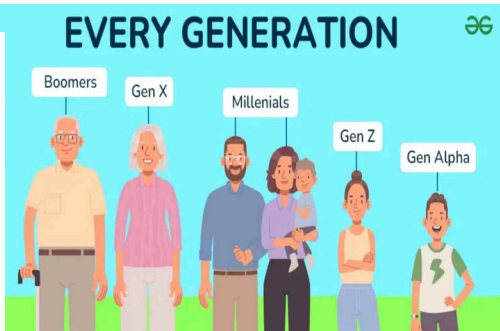
Outcome: Reviewed contributions to the team and discussed value the opportunity provided for me.



Products

1. Created an 8-lesson Nutrition Curriculum for Roma youth in Slovakia
2. Assisted with a Latin American countries' Youth Sports Initiative
3. Drafted a Women's Health Initiative Proposal for a group of clinics in Tanzania
4. Assisted in evaluating whether a garden's produce provided sufficient calories and macros to feed a family of four for a year.
5. Calculated and analyzed anthropometric data from Worldwide feeding centers
6. Created a project board, using Monday.com to provide an easy to read, high-level overview of nutrition data.
7. Served on a Wellness Fair Planning Committee and worked during the event with my team.
8. Presented a culminating presentation of my time at Convoy to members of the Global Programs team

Internship Reflections



Future Direction of Convoy of Hope

- ▶ Goal to feed one million children per day by 2030
- ▶ Expand of Women's Empowerment Program to include Girls' Empowerment Program and impact 250,000 women and girls/year
- ▶ Expand Agricultural Center at Global Headquarters to maximize resources and increase training opportunities and empower 100,000 farmers/year
- ▶ Increase Distribution Centers domestically and internationally to improve disaster response times and capabilities. (including a new Food Packaging Center at Global Headquarters with three packaging lines)
- ▶ Implement a women's health clinic initiative in Tanzania to improve health outcomes for women and infants and reduce mortality rates.

MPH Foundational Competencies

Competency	Description
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 (#6)	Informed Roma Nutrition Curriculum; Roma have a long history of oppression and discrimination with limited access to resources such as housing, healthcare, and education. Only 20% of school-aged children are enrolled in schools. Poverty and a lack of education have led to high levels of food insecurity, and reliance on cheap, ultra-processed foods
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate. (#3)	Used Anthro Plus to analyze anthropometric data and calculate HAZ (height-for-age z score), WAZ (weight-for-age z score), and BAZ (BMI for age z score) for children in international feeding programs to determine growth trends, ensure nutritional standards are being met, and evaluate results of interventions
Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs (#8)	LAC sports initiative created to educate students on a healthy diet, and the importance of physical activity. The culture has a diet high in processed carbohydrate foods and increasingly high in ultra-processed foods. Took into account that many countries have limited financial resources for sports and playground equipment Considered values and practices in developing Roma Curriculum

MPH Foundational Competencies

Competency	Description
Design a population-based policy, program, project, or intervention (#9)	Agriculture team planted and harvested a garden designed to sustain a family of four for one year in impoverished countries. Assisted by calculating and evaluating caloric and protein values to assess adequacy of plan
Communicate Audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy (#19)	Developed nutrition curriculum for Roma youth and contributed to the sports initiative curriculum for youth in Latin American countries, ensuring consideration of educational, cultural, and age-specific factors
Apply Systems thinking tools to a public health issue (#22)	Used Socio-Ecological Framework in developing Roma Nutrition Curriculum addressing all levels of influence (individual, interpersonal, organizational, community, public policy)

MPH Emphasis Competencies

Competency	Description
Information literacy of public health nutrition (#1)	Roma and LAC initiatives were developed using evidence-based guidelines from USDA and DHHS CAFS project considered the impact of environmental change on farming Tanzania health proposal based on findings of a lack of education in pregnant women regarding maternal health and lactation
Compare and relate research into practice (#2)	Used Anthro Plus data to look for deviations from norms. Information was used for program planning and evaluation, and intervention where necessary Maternal and Infant Mortality rates in Tanzania informed the health education proposal
Population-based health administration (#3)	Considered determinants of health including social, economic, and environmental factors for Roma and LAC curricula and Tanzania Women's Health Proposal promoting health and equity Used data to determine health trends and risks

MPH Emphasis Competencies

Competency	Description
Analysis of human nutrition principles (#4)	Curricula were aligned with established nutritional guidelines from USDA and DHHS to maximize validity and reliability. Monday.com project board and Anthro Plus rely on standardized WHO growth metrics to ensure internal and external validity. The CAFS program adhered to established nutritional standards for protein and overall caloric intake requirements
Analysis of nutrition epidemiology (#5)	Curricula considered epidemiological concepts including poverty-related health risks and food environment Tanzania health proposal took into account epidemiological factors such as disease and death rates to address nutritional needs of pregnant women and new mothers, with the goal of improving health outcomes for mothers and infants.

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Thank you!

Questions?

