“The professional networks established and practical experience gained catapulted my career and provided a strong public health foundation on which to expand.”

--Amy Grossman, MPH ‘06
Dear Current & Prospective Maternal and Child Health MPH Students:

On behalf of the Maternal and Child Health Program, it is my great pleasure to welcome you and provide this MCH student handbook to help you navigate your graduate studies at the UC Berkeley School of Public Health. We hope you find this handbook to be a helpful and informative resource guide to everything you need to know about succeeding in and completing this program.

The mission of our program is to promote and protect the health status and well-being of women, infants, children, adolescents and their families through excellence in training, research, continuing education, service and advocacy. MCH curricula and activities are designed to be interdisciplinary and focus on the development of leadership, analytic, and quantitative skills required in today’s MCH workforce. Graduates of the MCH Program possess exceptional training in MCH epidemiology, analytic, and quantitative skills, and are prepared to enter leadership roles in research as well as public health practice settings.

The capstone experience is the same for students in all of the MCH Programs; the 1 year, 2 year, and concurrent degrees. Students apply the skills and knowledge gained in their academic coursework to a quantitative thesis-style research project. Details regarding the curriculum, field placement experience, and comprehensive exam (MCH thesis) are provided in this handbook.

Although degree requirements differ slightly by program, this handbook is intended as a reference guide and resource for 1 and 2 year MCH students as well as concurrent MSW/MPH Program students. You will find that it supplements information available in other student handbooks from the School of Public Health, the Graduate Division, and other UCB graduate programs. Much of the information in this guide can also be found online. Our faculty and staff are here to support you as you embark on this next step in your professional and academic development. Please let us know if there is any way we can be of assistance.

We are proud to have been training the next generation of leaders in the field of Maternal Child Health for over 60 years and to have been a Federal Maternal Child Health Bureau MCH Leadership Training Program for nearly as long. Our program has much to offer; rigorous academics, small cohort sizes, a School of Public Health with a strong commitment to social justice, and the geographic splendor of the Bay Area to name just a few highlights. In addition, our MCH graduates are also part of a larger network of MCH training programs from various disciplines. This network offers our graduates even greater professional opportunities and resources across the country and the world. When you choose the MCH Program at the UC Berkeley School of Public Health you are joining a distinguished community of MCH professionals who are prepared to make a difference.

Best Wishes,

Sylvia Guendelman, Chair
Maternal and Child Health Program

Mailing Address:
Maternal & Child Health Program
School of Public Health
University of California, Berkeley
University Hall, Suite 207
Berkeley, CA 94720-7360
www.sph.berkeley.edu

Every effort is made to ensure that all information contained here is as accurate, relevant and up-to-date as possible. Feedback and suggestions are always welcome. Please feel free to let us know of errors or misprints.
PROGRAM OVERVIEW
The UC Berkeley Maternal and Child Health Program (MCH) has provided superior graduate training, continuing education, research and service since its founding in 1953. The program has over 1,200 alumni across the country and around the world. It is our mission to promote and protect the health status and well-being of women, infants, children, adolescents and their families through excellence in training, research, continuing education, service and advocacy. All of the program’s activities are designed to be interdisciplinary and responsive to the newly emerging issues in MCH and to the unique needs of the diverse communities and cultures of the San Francisco Bay area, State of California, and the world.

GOALS
The UC Berkeley MCH Training Program has three overall goals:
• To promote and protect the health status of families, including women, infants, children, children with special health care needs, adolescents, and fathers,
• To prepare health professionals to be leaders in the field with a multicultural, multidisciplinary, community oriented, cost-effective vision of maternal, child and adolescent health, and
• To work closely with other MCH programs at the state, local, national, and global levels to mobilize large scale, synergistic efforts to reduce and eliminate health disparities and barriers to health that affect MCH populations.

MISSION STATEMENT
The mission of the Division of Community Health and Human Development (CHHD) is to train public health researchers, clinicians, and practitioners in the interdisciplinary and community-based nature of public health. The Division’s broad orientation is based on developmental epigenesis: that is, how biologically based differences in individual susceptibility and resistance work together with social, physical and cultural environments to influence the emergence of disease and the preservation of health over the human life course.

WHO WE ARE
CHHD, a division of the UC Berkeley School of Public Health, comprises four programs of study – the UC Berkeley-UCSF Joint Medical Program, the Health and Social Behavior Program, the Maternal and Child Health Program, and the Public Health Nutrition Program.

These programs offer diverse perspectives on the preservation of health and the origins of disease. The Division’s multidisciplinary faculty represents the fields of medicine, epidemiology, sociology, health education, anthropology, health psychology, human reproduction, nutrition, economics, journalism, and moral philosophy.

SHARED INTERESTS
With a collective emphasis on the prevention of disease and the promotion of health, the Division’s shared interests center upon five scholarly and teaching themes:
• Biological factors, social environment factors, and biology-environment interactions in human adaptation and the genesis of disease;
• The role of time – e.g., historical, developmental – in the life course epidemiology of mental and physical disorders;
• Socio-cultural disparities in population health;
• Place and health: i.e., the role of the built environment in disease prevention and health promotion;
• The translation of interdisciplinary research into medical and public health practice.
1. Discuss the major health and social problems facing mothers and children from demographic, health, social, and community perspectives, as well as the scientific basis for these concerns.

2. Discuss the relationship of women’s health, race, and ethnic disparities in health and the current political environment to MCH in the United States today.

3. Critically assess the scientific basis of MCH programs and issues.

4. Learn basic principles and applications of quantitative research and epidemiology and qualitative research for addressing MCH problems.

5. Identify the major sources of information related to mothers and children, assess their strengths and limitations, and be capable of using such data for problem identification, problem analysis and prioritization, program planning, implementation, and evaluation.

6. Demonstrate skills in needs assessment, program planning, implementation, grants writing, strategic management, and evaluation of public health programs for MCH populations.

7. Describe and discuss legislation and regulations related to maternal and child health and describe how such legislation promotes equity in health care.

8. Identify political, financial, and organizational factors that foster the development of adequate systems of health care.

9. Demonstrate skills in combining and applying public health principles and techniques across disciplines to solve complex problems within the context of family-centered, comprehensive, culturally competent, community-based maternal and child health programs and systems.

10. Describe the historical roots and structure of MCH services in the United States (including Title V legislation).

11. Demonstrate skills in application of Healthy People 2020 objectives for the development and evaluation of national and state performance measures, as mandated in Title V.

CORE COMPETENCIES

The UCB MCH Program is an MCH Leadership Training Program supported by the Health Resources Services Administration (HRSA). MCH training programs further the development of a workforce that is knowledgeable about public health principles that focus on children and families. All MCH training programs aim to promote comprehensive, coordinated, family-centered, and culturally sensitive systems of health care that serve the diverse needs of all families within their communities.

In 2013, the MCH Program celebrated its 60th anniversary.

The training programs are guided by a set of MCH Leadership Competencies and UCB MCH students are educated about these competencies in an MCH Leadership Seminar. The course is required for 2-year program students and optional for 1-year program students. This is an eight week course usually offered during Spring semester and must be taken S/U.

For the full set of 12 MCHB competencies please see: http://devleadership.mchtraining.net/mchlc_docs/mch_leadership_comp_3-0.pdf

For more information about the MCH Training Grantee Network please see: http://www.mchb.hrsa.gov/training/grantee_network.asp

“By the end of their studies at the school of Public Health at the University of California, Berkeley, Maternal and Child Health Program graduates will be able to:

1. Discuss the major health and social problems facing mothers and children from demographic, health, social, and community perspectives, as well as the scientific basis for these concerns.

2. Discuss the relationship of women’s health, race, and ethnic disparities in health and the current political environment to MCH in the United States today.

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4. Learn basic principles and applications of quantitative research and epidemiology and qualitative research for addressing MCH problems.

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“My course in program evaluation fed me for many years and made me really think about what success looks like to the people to whom it matters most.” —Ruth White, class of ’97
ACADEMIC ADVISING

All MCH students are assigned a faculty advisor. Students are expected to meet with their advisors on a regular basis to discuss academic progress, career development, and academic questions and concerns. It is each student’s responsibility to schedule appointments with their advisor several times per semester (before finalizing course schedules each semester, prior to mid-term exams, and at the end of the term). If your advisor’s office hours conflict with your course schedule, please contact him or her to request alternate appointment times. The MCH Program Assistant Director is available to answer questions regarding course schedules, curricular and graduation requirements, and to provide information about program, school, and campus resources. If you have any questions or concerns about the program, please contact either the Assistant Director or your faculty advisor. If you are experiencing difficulty in the program, please let us know as soon as possible so that we can explore arrangements to assist you.

FACULTY OFFICE HOURS

The MCH Program offices are located on the 2nd floor of University Hall in Suite 207. This is where you will find most of the faculty offices. Dr. Eskenazi’s and Dr. Harley’s offices are located at 1995 University Ave., Suite 265. Most faculty members schedule appointments via email or have office hour sign-up sheets outside their offices.

ACADEMIC INTEGRITY

Students are responsible for upholding the standards of academic integrity outlined in the School of Public Health Student Handbook. Violations, including cheating and plagiarism, may be grounds for dismissal from the University. For additional information about student conduct, including the full code of conduct, policies, and incident reporting, please contact the Center for Student Conduct.

“By far, the dedication of faculty to our development as productive Public Health leaders- far beyond the confines of the classroom- has had the most impact on my own career and life goals.”

--Lauren Lessard, MPH '11
FELLOWSHIP INFORMATION
The Graduate Fellowships Office provides multi-year University Graduate Fellowships, Diversity Fellowships, and Departmental Block Grant Fellowships. In addition, this office coordinates many extramural fellowships. It also serves as a resource center for students seeking information on fellowships funded by the University and outside sources. There are a limited number of fellowships available. The SPH maintains additional information about fellowships and financial aid for public health students on its website, sph.berkeley.edu.

FINANCIAL AID
Student loan and work-study packets are offered to admitted students by the campus Financial Aid Office only after they have submitted their Statement of Intent to Register (SIR) to attend Berkeley. Students can review their financial aid packages at any time in the online portal myfinaid.berkeley.edu. Additional Financial Aid & Scholarship info can be found at Financialaid.berkeley.edu.

Career Services, Employment Opportunities, Internships & Leadership Development Programs: UCB SPH Center for Public Health Practice.

For detailed information please see the “GSI, GSR, Reader and Tutor Guide” on the Graduate Division website.
SUMMER SESSIONS
The School of Public Health offers several courses during Summer Sessions. Introduction to Biostatistics (PH 141) and Epidemiologic Methods I (PH250A) can fulfill two of the MPH Degree breadth requirements and are generally offered in the session beginning in early July. Please check the online schedule for summer session courses and exact dates. Registration for incoming graduate students is usually available in June. More information can be found at summer.berkeley.edu

The 1-year MPH curriculum in Maternal and Child Health (MCH) is offered to health professionals with experience in health services for women, children and families (physicians, nurses, psychologists, social workers, and other masters-level professionals). It is an intensive, full-time course of study running from July to May (11 months). The program requires completion of at least 16-18 units of coursework in the fall and spring semesters. Curricular requirements are summarized below.

The 1-year program also requires completion of a thesis-style research project completed by the student during the year. This project satisfies the comprehensive examination requirement as well as the field practicum requirement. Projects are presented at the end of the Fall and Spring semesters in written and oral formats.

In addition to these requirements, students in the 1 year program may be able to transfer 4 units of graduate level course work from an accredited medical school or other masters’ level program that they have already completed. Please note that students must petition the Graduate Division in order to transfer units.

NOTE: Modifications in program requirements and course offerings may occur from year to year.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Required course work (including electives)</th>
<th>38 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Project**</td>
<td>4 units</td>
</tr>
<tr>
<td>Total</td>
<td>42 units</td>
</tr>
</tbody>
</table>

*This requirement may also be fulfilled by passing an exemption exam or by completing an SPH-approved higher-level alternative course (see SPH Student Handbook for a complete list of approved alternatives).

**Students may choose between PH205 and PH218B to satisfy the requirement for the MCH Program.

***4 units of independent study with your committee chair may be taken in the Fall or Spring; (2) each semester or all in one semester.
The 2-year curriculum for the MPH in Maternal & Child Health (MCH) is offered to post-baccalaureate students who seek competency in MCH analytic, research, and programmatic skills. It requires completion of a quantitative thesis-style research project that fulfills the comprehensive examination requirement for the School of Public Health and a 3-month supervised summer internship.

The 2-year curriculum is a full-time course of study, requiring a minimum of 48 units of coursework over four academic semesters and one summer (12 units required per semester). Courses on preparation for teaching as a GSI (375 series courses) and lower-division undergraduate courses do not count toward the 48 overall units, though they do count toward the semester 12-unit minimum.

NOTE: Modifications in program requirements and course offerings may occur from year to year.

### School of Public Health Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 142*</td>
<td>Introduction to Probability &amp; Statistics in Biology &amp; PH</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 200C</td>
<td>Public Health Breadth Courses</td>
<td>2/2.5</td>
<td>F/F/Spring</td>
</tr>
<tr>
<td>(1,2,3)</td>
<td>(HPM, EHS, &amp; HSB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 250A*</td>
<td>Epidemiologic Methods</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 297</td>
<td>Field Study in Public Health</td>
<td>3</td>
<td>Fall</td>
</tr>
</tbody>
</table>

*This requirement may also be fulfilled by passing an exemption exam or by completing an SPH-approved higher-level alternative course (see SPH Student Handbook for a complete list of approved alternatives).

### Maternal & Child Health Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 210</td>
<td>Maternal and Child Health Core Course</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 293-6</td>
<td>Journal Club</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 293-7</td>
<td>MCH Research Issues Seminar</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 290-5</td>
<td>MCH Leadership Course</td>
<td>1</td>
<td>Spring</td>
</tr>
</tbody>
</table>

### Method of Measurement and Analysis (at least one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 245</td>
<td>Introduction to Multivariate Statistics</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 231A</td>
<td>Analytic Methods for Health Policy &amp; Management</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PH 241</td>
<td>Statistical Analysis of Categorical Data</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>

### Applied Programmatic Skills (at least one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 205</td>
<td>Program Planning, Development and Evaluation</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PH 210D</td>
<td>Reproductive &amp; Perinatal Epidemiology</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>PH 210C</td>
<td>Needs Assessment</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 218B</td>
<td>Evaluation of Health and Social Programs</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>

### Highly Recommended Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 201F</td>
<td>Community-Based Research and Interventions</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 210B</td>
<td>Adolescent Health</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 219E</td>
<td>Introduction to Qualitative Methods in PH Research</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PH 293-6**</td>
<td>Practical Issues in MCH Data Analysis</td>
<td>1-4</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**(This course may be taken for up to 4 units)

### Recommended Course Sequence

#### Fall 2014: 16-18 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>142A</td>
<td>Probability &amp; Statistics in Biology &amp; PH</td>
<td>4</td>
</tr>
<tr>
<td>200C</td>
<td>HPM &amp; EHS Breadth Courses</td>
<td>2/2</td>
</tr>
<tr>
<td>210</td>
<td>Maternal and Child Health Core Course</td>
<td>3</td>
</tr>
<tr>
<td>250A</td>
<td>Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>293-6</td>
<td>Research Issues Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Spring 2015: 12+ units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-5</td>
<td>MCH Leadership Course</td>
<td>1</td>
</tr>
<tr>
<td>290-1</td>
<td>CHHD Seminar**</td>
<td>4+</td>
</tr>
<tr>
<td>297</td>
<td>Field Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students are required to choose one course from the offerings in the area of methods of measurement and analysis and one from the offerings in applied programmatic skills. Please see details on the previous page.

#### Fall 2015: 12-16 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>210C</td>
<td>MCH Needs Assessment*</td>
<td>3</td>
</tr>
<tr>
<td>245</td>
<td>Introduction to Multivariate Statistics *</td>
<td>4</td>
</tr>
<tr>
<td>293-7</td>
<td>MCH Research Issues Seminar</td>
<td>2</td>
</tr>
<tr>
<td>297</td>
<td>Field Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring 2016: 12+ units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>218B</td>
<td>Evaluation of Health &amp; Social Programs*</td>
<td>4</td>
</tr>
<tr>
<td>293-6</td>
<td>Practical Issues in MCH Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Fall 2016: 12+ units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>210C</td>
<td>MCH Needs Assessment*</td>
<td>3</td>
</tr>
<tr>
<td>245</td>
<td>Introduction to Multivariate Statistics *</td>
<td>4</td>
</tr>
<tr>
<td>293-7</td>
<td>MCH Research Issues Seminar</td>
<td>2</td>
</tr>
<tr>
<td>297</td>
<td>Field Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

### Minimum Unit Requirement

The Graduate Council requires that all graduate students be enrolled in a minimum of 12 units per semester regardless of their employment status. This is especially important for students receiving Block grant and other campus fellowships/awards; the campus will rescind their award for under enrollment/non-compliance if this unit requirement is not followed.

### Minimum Grade Breadth Requirement

Beginning in Fall, 2014, MPH students are required to attain a B- or better in Breadth Course Requirements (Epidemiology PH 250A; Biostatistics PH 142; Health Policy & Management 200C1; Environmental Health PH 200C2; Health and Social Behavior PH 200C3). Students attaining less than a B- will be required to retake the course. To receive the MPH degree, the student must also meet the Good Academic Standing Rule, i.e. average overall GPA is a B average (3.0).
### SPH Electives

#### Health and Social Behavior

**Fall courses**
- PH201F: Community Based Research and Interventions to Promote Health 3 units
- PH209A: Theories of Health and Social Behavior 3 units
- PH204A: Mass Communications in Public Health 3 units
- PH216A: Biological Embedding of Social Factors 2 units
- PH290-3: Family, Health, and Housing 3 units

**Spring courses**
- PH204F: Culture, Public Health Practice, and Eliminating Health Disparities 3 units
- PH 204G: Research Advances in Health Disparities 2 units

#### International Health

**Fall courses**
- PH212A: International Maternal and Child Health 2 units
- PH 213A: Family Planning, Population Change and Health 3 units

**Spring courses**
- PH 212C: Migration & Health 2-3 units
- PH 212E: Private Sector Health Services in Developing Countries 2 units

#### Reproductive, Perinatal, & Child Health

**Fall courses**
- PH 180: Topics in Human Sexuality 2 units
- PH 210B: Adolescent Health 3 units
- PH 253G: Sexual Health Promotion & STD Control 2 units

**Spring courses**
- PH 207A: Public Health Aspects of Maternal & Child Nutrition 2 units
- PH 212D: Reproductive & Perinatal Epidemiology 2 units

**Research Focus**

**Fall courses**
- PH 250B: Epidemiologic Methods II 4 units

**Spring courses**
- PH 219C: CBPR in Public Health 3-4 units
- PH 219E: Introduction to Qualitative Methods 3 units
- PH 253B: Epidemiology and Control of Infectious Diseases 2 units
- PH 255A: Social Epidemiology 3 units

#### Management, Planning, & Advocacy

**Fall courses**
- PH 200: Health Policy Decision Making 3 units
- PH 200D: Health Policy Advocacy 3 units

**Spring courses**
- PH 205: Program Planning, Development and Evaluation 3 units
- PH 221: Mental Health Policies, Programs, & Services 2 units
- PH 223F: Effective Public Health Negotiations 2 units
- PH 224A: Health Care Organization and Management 3 units
- PH 267D: Health Impact Assessment 3 units

#### Nutrition

**Fall Courses**
- PH 206: Critical Issues in Public Health Nutrition 2 units
- PH 206A: Nutrition Status, Physical Activity, & Chronic Conditions 3 units
- PH 206C: Nutritional Epidemiology 3 units

**Spring courses**
- PH 206B: Food and Nutrition Policies and Programs 3 units
- PH 206D: Food and Nutrition Policies and Programs in Developing Countries 3 units

**Professional Development**
- PH 291A: Preparation for Public Health Practice Workshop Series 1 unit

### Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 209F</td>
<td>Fundamentals of Business – Master’s In Business Administration</td>
<td>3</td>
<td>Fall &amp; Spring</td>
</tr>
</tbody>
</table>

### Demography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMOG 220</td>
<td>Human Fertility – Demography</td>
<td>4</td>
<td>Fall &amp; Spring</td>
</tr>
</tbody>
</table>

### Public Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB POL 200</td>
<td>Introduction to Policy Analysis</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>PUB POL 210 A&amp;B</td>
<td>The Economics of Public Policy Analysis</td>
<td>4</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>PUB POL 240 A&amp;B</td>
<td>Decision Analysis, Modeling, and Quantitative Methods</td>
<td>4</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>PUB POL 260</td>
<td>Public Leadership &amp; Management</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PUB POL 270</td>
<td>Kid-First Policy: Family, School, &amp; Community</td>
<td>4</td>
<td>Fall &amp; Spring</td>
</tr>
</tbody>
</table>

If students are interested in enrolling in Goldman School of Public Policy (GSPP) courses, they should speak with the instructor of the course or with the MCH Asst. Director for assistance.

### Journalism

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Terms</th>
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<tbody>
<tr>
<td>JOURN 286</td>
<td>History of Documentary – Journalism</td>
<td>3</td>
<td>Spring</td>
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</table>

### Social Welfare

<table>
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<tr>
<th>Course</th>
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<tr>
<td>SOC WEL 230</td>
<td>Social Policy: Children and Families</td>
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<tr>
<td>SOC WEL 238C</td>
<td>Health Policy–A Social Welfare Perspective</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WEL 250K</td>
<td>Social Work and Disability</td>
<td>2</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>SOC WEL 250L</td>
<td>Human Sexuality</td>
<td>2</td>
<td>Fall</td>
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<tr>
<td>SOC WEL 254</td>
<td>Policy Practice</td>
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<td>Fall</td>
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<tr>
<td>SOC WEL 257</td>
<td>Financial Management</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>SOC WEL 274</td>
<td>Immigrants &amp; Refugees in the US</td>
<td>2</td>
<td>Spring</td>
</tr>
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</table>

### HAAS School of Business Courses

Students interested in pursuing courses at the Haas School of Business: please note that the course openings at Haas come out approximately two weeks prior to the beginning of the semester. The Assistant Director will send out an email with the open course offerings each semester. Students must attend the first class meeting in order to enroll. If you have more specific questions about the course offerings through Haas, please contact the Assistant Director.
MCH SUMMER FIELD PLACEMENT

Public health practice is an integral part of the MPH degree at the UC Berkeley School of Public Health. All 2-year MPH and 3 year concurrent MSW MPH degree students will complete a field placement/internship during which they apply and integrate academic training in a real world MCH setting. The field placement is a 12 week, full time (480 hours) work experience completed over the summer between the first and second year. The Center for Public Health Practice (CPHP) provides the academic and administrative structure for the practice component of the MPH program.

The purpose of this field placement is to:

- Apply and enhance classroom knowledge and skills.
- Become familiar with the organization and operations of at least one public health organization or agency.
- Explore new directions for career and personal growth.
- Develop and/or refine one's professional identity.
- Develop and/or expand a network of contacts in the MCH field.
- Create a product that meets a defined need at a community organization or agency.
- Develop potential topic for the comprehensive research project required for completion of the MPH or concurrent MSW/MPH.

For more information on internship policies and procedures, a copy of the International Internship Booklet, or CPHP workshops and special sessions, contact the CPHP online, by phone at 510-643-0970, or visit the CPHP Resource Library in 141 University Hall. The MCH Field Program Supervisor is Patricia Wakimoto. She can be reached at pwaki@berkeley.edu or 510-642-3589.

Special Note: Any requests for exceptions to these requirements must be supported by an MCH faculty advisor and will be reviewed by the Center for Public Health Practice, following the Waiver Protocol.

Through the internship process, students can examine and practice leadership competencies as outlined by the SPH and explore their personal potential in this vital public health arena. All students are encouraged to “lead from where they are” and to use their internship to examine personal strengths and challenges within the concept of leadership.

Internship sites are chosen from a wide range of public health organizations and research institutions and are selected based on students’ objectives for professional development and the needs of the organization. Many sites are local, but students may also choose to intern in other parts of the country and around the world.

Students are encouraged to begin thinking about their internship early in the fall semester. Field placement preparation will be provided via CPHP workshops and group and individual meetings with the Field Supervisor. Students also may want to talk with other CPHP staff, especially for information on international field placements. In order to receive academic credit for their field placements, students must register for the 3-unit PH 297 – Public Health Field Study course (PH 297). MCH 2-year students must sign up for the Field Study in Public Health section of the PH 297 course in the Fall of their second year.

For more information on internship policies and procedures, a copy of the International Internship Booklet, or CPHP workshops and special sessions, contact the CPHP online, by phone at 510-643-0970, or visit the CPHP Resource Library in 141 University Hall. The MCH Field Program Supervisor is Patricia Wakimoto. She can be reached at pwaki@berkeley.edu or 510-642-3589.

Special Note: Any requests for exceptions to these requirements must be supported by an MCH faculty advisor and will be reviewed by the Center for Public Health Practice, following the Waiver Protocol.
As part of the requirement for the MPH, each MCH student or 3-year MSW/MPH student must complete a quantitative thesis-style research project. This project consists of a written and an oral component and is considered to be the comprehensive examination (comp exam) for MCH students.

**The purpose of the MCH Comprehensive Exam is to engage students in learning:**
- How to formulate a good research question.
- How to identify the appropriate methods to address the research question.
- How to test the research question with empirical data.
- How to analyze/interpret/summarize and present the findings, linking these to the existing body of scientific literature.
- How to present the findings in a formal paper and link them to implications for policy.
- How to orally present and defend research findings in an academic setting.

**The goals of the MCH comprehensive examination are to:**
- Demonstrate that the student has mastered each of the skills necessary to complete an in-depth quantitatively based research project.
- Ensure that the student has attained an in-depth understanding of and exposure to specific MCH topics that are relevant to their career goals and interests.
- Demonstrate proficiency of the topic researched through a written paper and through oral presentation of the research findings to one’s peers and faculty.

**REQUIREMENTS FOR THE MCH COMPREHENSIVE EXAMINATION**

1. **Committee**
   Each student must identify a committee of three members, at least two of whom are School of Public Health Faculty members. Exceptions will be granted on a case by case basis. The committee chair must be MCH core faculty.
   
   The following faculty may serve as MCH Committee Chairs:
   - Julianna Deardorff
   - Brenda Eskenazi
   - Sylvia Guendelman
   - Kim Harley
   - Nap Hosang
   - Suellen Miller
   - Cheri Pies
   - Malcolm Potts
   - Ndola Prata
   - Julia Walsh
   
   The third or optional fourth committee member may be chosen from within SPH, within UCB, or from another UC campus or partner organization.

   When students are using a data set from a community agency or other affiliated program, they must ask whoever they receive the data from to serve as the third committee member. The third committee member may also be an MCH professional who has a specific expertise in the subject area that the student is researching. All committee members must be approved by the student’s Committee Chair.

2. **Topic**
   The topic for the comprehensive exam is your choice, based upon your interests. You should discuss possible topics in advance with your Committee Chair as you will need their approval. Aim to have a topic and possible data set selected by the end of September.

   The written portion of the comprehensive exam needs one specific research question. The research question must be limited to one or two outcomes and (except in unusual cases without clear and reasonable alternatives) one or two main exposures. This means that you will not be allowed to do an “exploratory” or “hypothesis generating” study, one with many “outcomes” or many “predictors.”

   You will not be allowed to pursue a descriptive study, such as a needs assessment. Such studies, while valuable, do not provide you with the opportunity to exercise your analytic skills to the extent necessary for your master’s degree.

3. **Data Set**
   Each student must identify and obtain a dataset that they can use for their research. All research activities for your comprehensive exam must be approved by the UC Berkeley Committee for the Protection of Human Subjects before activities begin. Please discuss this with your Committee in enough time to apply for and secure approval prior to beginning your research. If you are using data collected by a UC Berkeley faculty member, you will probably need to have the faculty member add you onto their human subjects’ approval. If you work on data already collected by someone else outside of UC Berkeley, then you may qualify for an exemption. Check the UC Berkeley Committee for the Protection of Human Subjects web page for more information.

4. **Written Exam/Thesis**
   The written portion of the comprehensive exam is submitted electronically to your committee on March 31. (Extensions to the March 31 due date must be negotiated with your committee chair at least 14 days prior to the due date.) The written portion of the MCH comprehensive exam is often referred to as a thesis, though a formal thesis has separate guidelines established by Graduate Division.
4. Written Exam/Thesis Continued
You are expected to submit drafts of your manuscript to your committee members in February and March, based on a timeline you work out with your Chair. It is suggested that a final draft be submitted to your committee for comments by March 15th. The written portion of the comprehensive exam submitted on March 31 should be final version, not a draft. Committee members may make minor edits, comments, and revisions to the final version, but all significant revisions should be negotiated prior to the March deadline.

The written portion of the comprehensive exam should contain the following elements:

- Abstract (250 words)
- Introduction
  - Statement of question or problem
  - Review of literature
- Methods
  - Description of population
  - Sampling method
  - Description of measures
  - Description of statistical analyses
- Results
  - Descriptive tables
  - Grouped comparative analyses
  - Multivariate analyses
- Conclusions/Discussion
  - Summary
  - Public Health and MCH significance
  - Further directions for research

The written portion of the comprehensive examination should not be longer than a standard pre-publication manuscript. The average length is about 15-20 pages of text (double spaced) plus references and tables/figures. It may include a more detailed introduction and literature review and more tables than are usually included in a manuscript for publication, but should otherwise be similar to a published public health paper. The manuscript may be shortened for submission for publication if the student and Committee Chair decide that the findings are publishable. If you wish to see examples of past thesis-style projects please contact the MCH Program office.

Formatting Requirements:

- References: All theses are to follow the guidelines of the American Journal of Epidemiology referencing format.
- Page Size: The standard for the theses is 8.5 x 11 inches.
- Appearance and Typeface: Basic manuscript text should be non-italic type font and at a size of 12-point.
- The font should be Times New Roman or another easily readable font.
- For footnotes, captions, tables, charts and graphs a font size of no smaller than 8-point is to be used.
- Manuscript type should be black.
- The line spacing should be double-spaced.
- 1 inch margins
- Page numbers

5. Oral Presentation
In addition to submitting a written portion of the comprehensive exam to your Committee, you will be required to give two oral presentations of your research study and findings; one at the end of Fall semester (December) and again near the end of the Spring semester (April). These presentations provide students an opportunity to share their projects with their peers and faculty. The purpose of the presentation in December is to provide a status report or update on your progress to date and to outline your plans for completing the comp exam.

The presentation in April serves as the oral examination component of the comprehensive exam. Students will have already handed in their written portion and the oral presentation is meant to “cap” the experience. Students will present their final product to their peers, families, friends, and faculty. The student will have an opportunity to answer questions from the audience. All faculty present will complete an evaluation form and the student will be provided with that feedback in a private meeting with their Committee Chair within one week of their presentation.

The Oral Presentations will be held in April. The exact dates will be decided in the fall and communicated to all MCH students at that time.

6. Comprehensive Exam Report Form
Once your committee is satisfied that the written and oral portions of your comprehensive exam have been completed, the Committee Chair and one other SPH faculty committee member will sign your acceptance form indicating that you have satisfactorily passed your comprehensive exam. Students will be provided with a copy of the signature page to collect the necessary signatures. (Committee members who are out of town may send an email to the MCH Program Assistant electronically “signing off”)

At this point, the student should forward a PDF of the final paper to the Assistant Director. Please note that your committee members have until the first week in May to sign off on the comprehensive exams. There will be reminders sent to insure that all comprehensive exams are completed by that time.

If you have specific questions about the requirements for the comprehensive exam please contact the MCH Program Assistant Director or your Committee Chair.
Sylvia R. Guendelman, LCSW, PhD

Research Interests: the health of working women, disparities in reproductive and perinatal health, overweight and obesity among Latinos, and the health consequences of migration and acculturation.

Courses:
PH 210C MCH Needs Assessment
PH 212C Migration & Health
PH 293-6 MCH Journal Club

Dr. Guendelman is Professor and Chair of the Maternal and Child Health Program. She received a PhD degree from the School of Social Welfare, UC Berkeley, and worked as a clinical social worker prior to joining our faculty. A native of Chile, Dr. Guendelman studied sociology before moving to California. With funding from the March of Dimes she recently devised a maternity leave decision-making tool which she is evaluating. In addition, she is conducting two binational health studies, one comparing preterm births among Mexico-born mothers living in Mexico and in California, and the other focusing on overweight, obesity and weight control among women of Mexican origin living in Mexico and the United States.

Juliana Deardorff, PhD

Research Interests: assessing the relationship between the psychosocial environment, family factors and timing of pubertal onset among ethnically and socioeconomically diverse girls; examining associations between sexual values and sexual-risk taking behaviors among Latino youth; and investigating short and long-term mental and physical health outcomes related to girls’ early pubertal timing.

Courses:
PH 290-5 MCH Leadership Seminar
PH 218B Evaluation of Health and Social Programs
PH 210B Adolescent Health

Dr. Deardorff is an Assistant Professor in the Maternal and Child Health program. Before training as a psychologist, Dr. Deardorff worked in Thailand as a Peace Corps volunteer. She obtained her doctorate degree in clinical psychology at Arizona State University, completed her clinical internship at Lucile Packard Children’s Hospital at Stanford, and completed a NIMH-funded fellowship in Health Psychology at UCSF. Before joining the faculty in the School of Public Health at UC Berkeley, Dr. Deardorff was Assistant Professor in the Department of Epidemiology and Biostatistics at UCSF.

Brenda Eskenazi, MA, PhD

Research Interests: the pathways and health effects of pesticide exposure in farmworkers and their children.

Courses:
PH 293-7 MCH Research Issues Seminar

Dr. Eskenazi is Professor of MCH and Epidemiology and Head of Community Health and Human Development. Dr. Eskenazi received both a Bachelor’s and a Master’s degree in Psychology from Queens College of the City University of New York, and a Ph.D. degree (Neuropsychology) from the Graduate School and University Center, City University of New York. Dr. Eskenazi is a neuropsychologist and epidemiologist whose long standing research interest has been the effects of numerous reproductive toxicants including lead, environmental tobacco smoke, dioxin, and pesticides. She is the Director of the Center for Environmental Research in Children's Health (CERCH) at UC Berkeley and the Principal Investigator of a number of studies including CHAMACOS.

Kim Harley, MPH, PhD

Research Interests: the role of common exposures to hormone-disrupting chemicals on fertility, timing of puberty, obesity, and pregnancy health, Youth empowerment and environmental health. Teen girls’ exposure to chemicals in make-up and personal care products, HERMOSA

Courses:
PH 293-6 Practical Issues in MCH Data Analysis
PH 210D Reproductive & Perinatal Epidemiology

Dr. Harley is Associate Adjunct Professor in the Maternal and Child Health Program and an Associate Director of the Center for Environmental Research in Children’s Health (CERCH) at UC Berkeley. She is an epidemiologist whose research examines the impact of common hormone-disrupting chemicals, including pesticides on our food, flame retardants in our furniture, and chemicals found in plastics, on women’s reproductive health.
NAP HOSANG, MD, MPH, MBA

**Interests:** Maternal mortality in developing countries and the management systems that mitigate this largely preventable disease burden, and Family Planning.

**Courses:** Online MPH Interdisciplinary Seminar (PH W289, Summer), Design and Innovation for PH with Prof. J. Sandhu (Spring, PH 290.2)

Dr. Nap Hosang is a retired Ob/Gyn and physician administrator from the Kaiser Permanente Medical Center in Hayward, California affiliated with the Maternal and Child Health Program. Dr. Hosang is Jamaican. He spent 4 years on faculty at the University of the West Indies, in Kingston, before coming to Berkeley. His international experience has been primarily in China, Egypt, Nigeria, Ethiopia, and the Caribbean. He was the past head of the Joint Medical Program at Berkeley and the Interdisciplinary MPH program. He is currently head of the Online MPH program at Berkeley. He is available to any MCH student with maternal health interests here or abroad.

CHERI PIEES, MSW, DrPH

**Research Interests:** The practical application of the Life Course Perspective to MCH practice, the intersection of developmental origins of disease and social factors, identifying ways to measure allostatic load and the impact of social determinants of health across the life course, reproductive health and ethics, qualitative research methods and participatory action research, and lesbian and gay health issues.

**Courses:** PH 210 MCH Core Course

Professor Cheri Pies is a Clinical Professor with the MCH Program and is also the Director of the MCHB (Maternal and Child Health Bureau) Training Grant. Dr. Pies received her MSW from Boston University in 1976 and her MPH in Maternal and Child Health from U.C. Berkeley in 1985. She also earned her DrPH in Community Health Education in 1993 from U.C. Berkeley. Dr. Pies is also a co-director of the DrPH Program and codirects the MCHB MPH Dual and Concurrent Degree Programs.

Prior to stepping into the role of Director of our Training Grant, Dr. Pies was the Director of Family, Maternal, and Child Health Programs for the Contra Costa County Health Services Department for 14 years. In this capacity, she was responsible for overseeing a broad range of programs, projects, and staff designed to improve and promote the health of women, children, adolescents, and families. In addition, Dr. Pies is the Principal Investigator on the Best Babies Zone Initiative, a multi-site, multi-sector project funded since 2012 by the W.K. Kellogg Foundation and aimed at reducing infant mortality through community transformation.

MALCOLM POTTS, MB, BChir, PhD, FRCOG

**Research Interests:** Restoring priority to population and family planning on the international agenda; reducing maternal mortality; and using an evolutionary paradigm to help understand human reproductive behavior, violence and the origins of warfare and terrorism.

**Courses:** PB HLTH 181 Poverty and Population

Professor Malcolm Potts was appointed to the Bixby Chair of Population and Family Planning in January 1993, and held this position until 2012. He was the Director of the Bixby Center for Population, Health and Sustainability until 2012. He received his medical degrees from Cambridge University, England and specialized briefly in obstetrics before returning to Cambridge to complete a Ph.D. in the electron microscopy of mammalian implantation. Dr. Potts has published eleven books and written more than 300 articles on aspects of human behavior and fertility. Dr. Potts has served as a consultant to the World Bank, British, Canadian, German and US governments, working in nearly every country of the world. He was on the founding boards of Marie Stopes International, Family Health International, Ipas and Population Services International.

NDOLA PRATA, MD, MSc

**Research Interests:** Reproductive health, family planning and safe motherhood in developing countries, including adolescent sexual behavior, ability to pay for goods and services, service delivery or financing strategies, measurement of maternal mortality and the use of misoprostol to manage postpartum hemorrhage.

**Courses:** PH 212A International MCH

Dr. Prata, a physician and medical demographer, is Associate Professor in Residence at UC Berkeley School of Public Health. She is affiliated with the MCH Program, the Interdisciplinary Program and the Joint Medical Program. Dr. Prata is currently the Director of the Bixby Center for Population, Health and Sustainability, a campus-wide multidisciplinary research center, housed in the School of Public Health.
SUellen Miller, PhD, CNM, MHA

Research Interests: international safe motherhood, maternal mortality reduction, and qualitative methods.

Role: Dr. Miller is available to serve as an advisor and committee member for MCH students working on their comprehensive thesis project.

Dr. Miller, retired Professor in the Department of OB/GYN and Reproductive Sciences, University of California, San Francisco, School of Medicine, is Director of Safe Motherhood Programs, UCSF Bixby Center for Global and Reproductive Health and Policy. Prior to joining the MCH faculty, she was a Pew Health Policy Postdoctoral Research Fellow at the Institute for Health Policy Studies, University of California, San Francisco, School of Medicine. She received her Ph.D. in Family Health Care Nursing, University of California, San Francisco in 1994.

Julia Walsh, MD, MSc, DTPH

Research Interests: health policy and planning in developing countries, especially reproductive health and vaccine policies.

Role: Dr. Walsh is available to serve as an advisor and committee member for MCH students working on their comprehensive thesis project.

Dr. Walsh is a physician and health planner with a particular interest in cost-effectiveness analysis and priority setting. She has worked with Ministries of Health in Egypt, Bolivia, and about 20 other countries to analyze priorities for health systems based on cost-effectiveness analysis. Dr. Walsh, along with Malcolm Potts, co-directs the Berkeley International Health Group (BIG). This University-wide, multidisciplinary group of researchers uses quantitative analysis to assess programs and policies in developing countries. All who are interested in health in developing countries are invited to participate in the weekly BIG meetings in which a variety of works-in-progress are critically discussed.

Barbara Abrams, DrPH, RD

Research Interests: Household Food Insecurity, Food & Social Environment, Health Disparities, Perinatal Epi, Obesity, Diabetes and Dietary Assessment Methods

Courses: PH 206: Critical Issues in Public Health Nutrition

PH 206A: Nutritional Assessment, Physical Activity, and Chronic Disease

PH 206B: Food and Nutrition Policies and Programs

Dr. Laraia is the Director of the Public Health Nutrition MCH Training Program at the School of Public Health. MCH students with interests in MCH nutrition are encouraged to connect with Dr. Laraia.

Maureen Lahiff, PhD

Role: Dr. Lahiff serves as an advisor and committee member for MCH students working on their comprehensive thesis project.

Maureen is a lecturer and academic coordinator in the Division of Biostatistics. She’s been at the Berkeley SPH since 1991. Her areas of statistical applications include multivariate methods and analysis of data with complex survey designs. She is interested in acculturation and health. Maureen is a volunteer instructor for the Prison University Project, with whom she teaches statistics and a variety of math classes at San Quentin State Prison. In addition to all the time she spends in the Haviland computer labs, you’ll also see her at the RSF, staying in shape for hiking locally and in the Sierra Nevada.

Barbara Abrams, DrPH, RD

Research Interests: Weight and weight gain in women during pregnancy, postpartum and menopause, Maternal weight, nutrition, social factors and perinatal health outcomes, Could expressed and heat-treated breast milk prevent perinatal HIV transmission

Courses: PH 207A: Maternal and Child Nutrition

PH 206C: Nutritional Epidemiology

Current Projects:
I am currently leading a study of inter-relationships between early life adversity, pregnancy weight, racial disparities, and obesity in women and their children.
KATE JERMAN
Kate Jerman has been the Assistant Director of the Maternal and Child Health Program since 2013. Kate received her MPH in Sexuality & Health from Columbia University’s Mailman School of Public Health in 2008. She is currently most interested in leadership development and in the intersections of health and social justice movements. Kate’s office door, in room 207H UHall, is always open to you.

DIANA STASKO
Diana Stasko is the Administrative Assistant with the Maternal and Child Health Program. Diana’s background includes administrative work in several education-related organizations; her first job in San Francisco was doing fundraising and outreach for the Haight-Ashbury Free Clinic’s Women’s Needs Center. Diana attended CSU Chico where she earned a BA in fine art. She has a background in media-making and is currently completing an associate’s degree in multimedia from Berkeley City College. An Oakland native, Diana’s interests include fiction and documentary film and video, writing, and crafts.