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 develop the next generation of leaders equipped to solve the health challenges facing women, children, adolescents and families of the 21st century. 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 capstone research project. Details regarding the curriculum, field placement experience, and capstone 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
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 three programs of study – 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.

CORE COMPETENCIES

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.
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, 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.
The UCB MCH Program is a Center of Excellence in MCH (formerly known as the MCH Leadership Training Program) supported by the Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau (MCHB). Centers of Excellence in MCH further the development of a workforce that is knowledgeable about public health principles that focus on children and families, with the skills that can help solve the health challenges of the 21st century.

It is our mission to develop the next generation of leaders equipped to solve the health challenges facing women, children, adolescents and families of the 21st century.

The MCH Program's multifaceted and interdisciplinary curriculum and dynamic learning environment are designed to respond to 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, and to inspire students to use their skills and expertise to achieve health equity for all.

As a Center of Excellence in MCH education, science, and practice, our three overall goals are:

- To provide the best education possible to develop graduates who are prepared to lead Title V and other MCH organizations and promote and protect the health status of diverse MCH populations.
- To prepare public health and health care professionals to be leaders in the field of MCH with a culturally competent, multidisciplinary, community oriented, ethical, and cost-effective vision of maternal, child and adolescent health, with the skills that can help solve the health challenges of the 21st century.
- To work closely with Title V and 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.

LEADERSHIP DEVELOPMENT IN MCH

For the full set of 12 MCH Leadership competencies please see: http://leadership.mchtraining.net/

For more information about the MCH Training Grantee Network please see: http://mchtraining.net/.

“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
GSI/GSR POSITIONS
You may want to apply for a position as a Graduate Student Instructor (GSI) for either undergraduate or graduate courses based on your prior academic experience or as a Graduate Student Researcher (GSR) working for a research center or specific faculty member(s). GSI and GSR positions are highly sought after because they may confer a fee remission. Please consider whether accepting a GSI or GSR position makes sense during your graduate study very carefully. The coursework is demanding; each student deserves adequate time for thought and to do well in their classes.

If you are interested in a position, you are not limited to applying only at the School of Public Health. You need to contact departments directly in which you have some expertise for availability, qualifications, and departmental deadlines. Hiring is done by the department in which the position is located. If you have never been a Graduate Student Instructor at UC Berkeley, you will need to enroll in a Pedagogy course that you will take concurrently during the semester you are a GSI.

If you are interested in finding an appointment as a Graduate Student Researcher, please contact individual faculty with research which aligns with your interests or experience. Email a letter of interest or GSR position makes sense during your graduate study very carefully. The coursework is demanding; each student deserves adequate time for thought and to do well in their classes.

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.

For detailed information please see the “GSI, GSR, Reader and Tutor Guide” on the Graduate Division website.

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.

ACADEMIC SERVICES
The Academic Services staff offers workshops and courses to help you develop the writing skills necessary to complete your graduate degree, including:

- workshops on academic writing (e.g., dissertation writing, grant writing, etc.)
- writing groups
- confidential consultations

321 Sproul Hall
510-643-9392, academic_services@berkeley.edu
grad.berkeley.edu/professional-development/workshops/

ADMISSIONS
The Graduate Admissions staff advises applicants, faculty, and departments on policy and procedures for admission to graduate study at Berkeley.

318 Sproul Hall
510-642-7405, gradadm@berkeley.edu
grad.berkeley.edu/admissions/apply/

APPOINTMENTS
The Appointments staff reviews appointments of graduate students to academic titles, such as Graduate Student Instructor (GSI), Graduate Student Researcher (GSR), Reader, Tutor, and staff titles to ensure compliance with policy and procedures established by the UC Office of the President, the Graduate Council, and the Graduate Division. They also monitor eligibility for fee and tuition remission programs.

COMMUNICATIONS & EVENTS
The Graduate Communications & Events staff produce eGrad, a monthly e-newsletter for the graduate community, the Graduate Division website (grad.berkeley.edu), The Guide to Graduate Policy, and other publications with important information for prospective, new, and continuing students.

Our office also presents two lecture series, the Berkeley Graduate Lectures, which brings prominent scholars from around the world to speak on campus each year, and the Tanner Lectures on Human Values series. We also host events like the New Graduate Student Orientation, the Berkeley Distinguished Graduate Fellowship Reception, and fundraising events.

CAMPUS RESOURCES
318 Sproul Hall
510-642-7101, gradappt@berkeley.edu
Hours: Mon-Thurs, 8 am-4 pm
http://grad.berkeley.edu/professional-development/appointments/

Tanner Lectures
Our office also presents two lecture series, the Berkeley Graduate Lectures, which brings prominent scholars from around the world to speak on campus each year, and the Tanner Lectures on Human Values series. We also host events like the New Graduate Student Orientation, the Berkeley Distinguished Graduate Fellowship Reception, and fundraising events.

425 Sproul Hall
510-643-7358, gradpub@berkeley.edu
grad.berkeley.edu/about-us/publications/
510-643-7413, lectures@berkeley.edu
grad.berkeley.edu/tannerlectures.berkeley.edu/
GRADUATE STUDENT INSTRUCTOR (GSI) 
TEACHING & RESOURCE CENTER
This office provides pedagogical support and guidance for new and continuing Graduate Student Instructors, including:
- fall and spring teaching conferences
- workshops on teaching
- the online course, Professional Standards and Ethics in Teaching
- grants and awards for GSIs and for faculty mentors
- confidential consultations
- the Language Proficiency Program for international GSIs
- a Certificate of Teaching and Learning in Higher Education
- an annual seminar for faculty on teaching with GSIs
- an array of electronic resources including the Teaching Guide for GSIs and award-winning teaching ideas by Berkeley GSIs.
301 Sproul Hall
510-642-4456, gsi@berkeley.edu
gsi.berkeley.edu
BERKELEY INTERNATIONAL OFFICE’S mission is to enhance the academic experiences of international students and scholars by providing the highest levels of knowledge and expertise in advising, immigration services, advocacy, and programming to the Berkeley campus community.
2299 Piedmont Avenue
510-642-2818
internationaloffice.berkeley.edu
BERKELEY PARENTS NETWORK, created by Berkeley graduate students in 1993, is an independent, free, volunteer-run online community for Bay Area parents, providing parent-to-parent advice and local referrals via email newsletters, including childdcare, pediatricians, schools and more. To subscribe to the newsletters, visit http://parents.berkeley.edu/mlist_bpn.html.
318 Sproul Hall
510-642-6010
diversity.berkeley.edu/graduate/jdp
THE AMERICAN INDIAN GRADUATE PROGRAM
As a component of the Graduate Diversity Program, AIGP promotes the participation and graduation of American Indian and Alaska Native students pursuing graduate study.
597 Barrows Hall
510-642-3228, aigp@berkeley.edu
diversity.berkeley.edu/graduate/aigp
CAMPUS RESOURCES
CAREER CENTER offers services for graduate students including confidential appointments with PhD career counselors, an MS/PhD Career Fair, the annual PhD Career Colloquium, workshops on the academic job search, expanded professional options for graduate students.
2450 Bancroft Way
510-642-1716
career.berkeley.edu/PhDs/PhDs.stm
DISABLED STUDENTS’ PROGRAM provides students with disabilities a wide range of services, accommodations, and auxiliary services. Student grants are available for disability-related assistive technology. Staff can advise students about other types of special aid, scholarships, and vocational rehabilitation benefits. 
260 Cesar Chavez Student Center
510-642-0518/TTY: 510-642-6376
FAX: 510-642-9686, dsp.berkeley.edu
EARLY CHILDHOOD EDUCATION PROGRAM (ECEP) offers space for children (ages 3 months to 5 years) of student parents. Subsidies are available based on family size and income using a sliding scale set by the State Dept. of Education. Partial tuition grants may be awarded to a limited number of students not eligible for subsidy. Enrollment is limited and cannot be guaranteed. Please apply as early as possible. A high quality curriculum coupled with experienced and passionate teachers creates a nurturing and supportive environment for UC Berkeley’s youngest students.
2399 Haste Street
510-642-1827
eece.berkeley.edu/students
GENDER EQUITY RESOURCE CENTER provides support and services for women, and lesbian, gay, bisexual, transgender and queer (LGBTQ) students, as well as advocacy, support, and education on sexual and relationship violence and hate crimes.
202 Cesar Chavez Student Center
510-642-4766, geneq@berkeley.edu
geneq.berkeley.edu
GRADUATE ASSEMBLY (GA) provides resources and advocacy for the graduate students at Berkeley. The Delegate Assembly is the legislative and authorizing body, composed of representatives from all graduate academic units, departments and schools. The GA funds graduate student groups, works with the administration, and has its own independent projects that support graduate student communities.
Anthony Hall, MC 4500
510-642-2175
ga.berkeley.edu
HOUSING options for graduate students fall into three categories: University owned and operated, group housing alternatives, and off-campus rental housing (housing.berkeley.edu/livingatcal/graduatestudents.html). Most grad students live in off-campus rental housing in Berkeley or one of the surrounding communities. Berkeley’s Cal Rentals office can assist you with making informed choices.
2610 Channing Way, 2nd floor
510-642-3644, homeinfo@berkeley.edu
calendar.rentals.housing.berkeley.edu
LIBRARY SERVICES
The UC Berkeley Library offers world class collections and resources in over 20 subject-based libraries on campus. Visit Information for Graduate Students & Graduate Students Instructors (GSIs) (http://www.lib.berkeley.edu/information/graduate-students) to learn about services that support your teaching and research and how to contact your department’s library liaison. The Library’s extensive collection of Electronic Resources (http://servlet1.lib.berkeley.edu:8080/ERF/databases.shtml) is viewable by subject, type and title. See lib.berkeley.edu.
THE OMBUDS OFFICE: For Students and Postdoctoral Appointees is a resource for informal conflict resolution. For neutral, confidential assistance with a campus-related issue or concern, call 510-642-5754, or visit: students.berkeley.edu/Ombuds.
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 capstone 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

**Summer 2015 Semester: 8 units**

- **PH 141*** Introduction to Biostatistics 5 units
- **PH 250A*** Epidemiological Methods 3 units

**Fall 2015 Semester: 18 units**

- **PH 290-11*** Applied Linear Models 4 units
- **PH 200C 1 & 2** HPM & EHS Breadth Courses 2/2 units
- **PH 210** Maternal and Child Health Core Course 3 units
- **PH 210E** Practicum in MCH Data Analysis I 2-3 units
- **PH 293-6** MCH Journal Club 1-2 units
- Electives (to be chosen by student)* 3 units

Required course work (including electives) 38 units

Capstone Project*** 4 units

Total 42 units

*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. Alternatives should be discussed with the MCH Assistant Director and a student's faculty academic advisor).

**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 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

One-year program students who plan to take the exemption exam(s) for Introduction to Biostatistics or Epidemiologic Methods I should still plan to complete at least four course units during Summer Sessions. Students must consult with the MCH Assistant Director regarding alternative courses and procedures for pursuing an exemption. Additional details regarding the exemption exams are available on the SPH website: http://sph.berkeley.edu/student-resources/helpful-links
# Maternal & Child Health MPH Curriculum

**Two-Year Curriculum**

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 capstone 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.

The 2-year program 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). The Fall semester is pre-scripted with required coursework. The Spring semesters offer students the opportunity to take electives specific to their areas of interest. Students should plan to meet regularly with their faculty advisor and the MCH Program Assistant Director to discuss course options and to ensure that they are on-track to complete their degree.

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.

**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**

MPH students are required to attain a B- or better in Breadth Course Requirements (Epidemiology PH 250A; Biostatistics PH 142; Health Policy & Management PH 200C-1; Environmental Health PH 200C-2; Health and Social Behavior PH 200C-3). 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).

### RECOMMENDED COURSE SEQUENCE

#### Fall 2015: 16-18 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 142A Probability &amp; Statistics in Biology &amp; PH</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 200C Public Health Breadth Courses (12,3)</td>
<td>2/2</td>
<td>Fall/FrSp</td>
</tr>
<tr>
<td>PH 250A Epidemiologic Methods</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PH 297 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).

#### Fall 2016: 12-16 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PH 210 Maternal and Child Health Core Course</td>
<td>3</td>
</tr>
<tr>
<td>PH 293-6 MCH Research Issues Seminar (Journal Club)</td>
<td>1-2</td>
</tr>
<tr>
<td>PH 210E Practicum in MCH Data Analysis I</td>
<td>2-3</td>
</tr>
<tr>
<td>PH 290-5 MCH Leadership Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Spring 2016: 12+ units

*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.

#### Spring 2017: 12+ units

*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.

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

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**School of Public Health Required Courses**

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<tr>
<td>PH 142A Probability &amp; Statistics in Biology &amp; PH</td>
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<td>3</td>
</tr>
<tr>
<td>PH 297 Field Study in Public Health</td>
<td>3</td>
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</table>

**Maternal & Child Health Required Courses**

<table>
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<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
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<tr>
<td>PH 293-6 MCH Research Issues Seminar (Journal Club)</td>
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</tr>
<tr>
<td>PH 210E Practicum in MCH Data Analysis I</td>
<td>2-3</td>
</tr>
<tr>
<td>PH 290-5 MCH Leadership Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Methods of Measurement and Analysis (at least one of the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>PH 290-11 Applied Linear Models</td>
<td>4</td>
</tr>
<tr>
<td>PH 241 Statistical Analysis of Categorical Data</td>
<td>4</td>
</tr>
<tr>
<td>PH 245 Introduction to Multivariate Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PH 231A Analytic Methods for Health Policy &amp; Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

**Highly Recommended Courses in MCH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 210B Adolescent Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 210D Reproductive &amp; Perinatal Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>PH 210F Practicum in MCH Data Analysis II</td>
<td>2</td>
</tr>
<tr>
<td>PH 212A International MCH</td>
<td>2</td>
</tr>
<tr>
<td>PH 212C Migration &amp; Health</td>
<td>2-3</td>
</tr>
<tr>
<td>PH 213A Family Planning, Population Change, &amp; Health</td>
<td>3</td>
</tr>
</tbody>
</table>

### School of Public Health Required Courses

- **PH 142A Probability & Statistics in Biology & PH**
  - 4 units
  - Fall

- **PH 200C Public Health Breadth Courses (12,3)**
  - 2/2 units
  - Fall/FrSp

- **PH 250A Epidemiologic Methods**
  - 3 units
  - Fall

- **PH 297 Field Study in Public Health**
  - 3 units
  - Fall

*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

- **PH 210 Maternal and Child Health Core Course**
  - 3 units
  - Fall

- **PH 293-6 MCH Research Issues Seminar (Journal Club)**
  - 1-2 units
  - Fall

- **PH 210E Practicum in MCH Data Analysis I**
  - 2-3 units
  - Fall

- **PH 290-5 MCH Leadership Seminar**
  - 1 unit
  - Spring

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

- **PH 290-11 Applied Linear Models**
  - 4 units
  - Fall

- **PH 241 Statistical Analysis of Categorical Data**
  - 4 units
  - Spring

- **PH 245 Introduction to Multivariate Statistics**
  - 4 units
  - Fall

- **PH 231A Analytic Methods for Health Policy & Management**
  - 3 units
  - Spring

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

- **PH 205 Program Planning, Development and Evaluation**
  - 4 units
  - Spring

- **PH 210C Needs Assessment**
  - 3 units
  - Fall

- **PH 210D Reproductive & Perinatal Epidemiology**
  - 2 units
  - Fall

- **PH 210B Evaluation of Health and Social Programs**
  - 4 units
  - Spring

### Highly Recommended Courses in MCH

- **PH 210B Adolescent Health**
  - 3 units
  - Fall

- **PH 210D Reproductive & Perinatal Epidemiology**
  - 2 units
  - Spring

- **PH 210F Practicum in MCH Data Analysis II**
  - 2 units
  - Fall

- **PH 212A International MCH**
  - 2 units
  - Fall

- **PH 212C Migration & Health**
  - 2-3 units
  - Spring

- **PH 213A Family Planning, Population Change, & Health**
  - 3 units
  - Fall
### SPH Electives

#### Community Health and Social Behavior

**Fall courses**
- PH203A Theories of Health and Social Behavior 3 units
- PH204A Mass Communications in Public Health 3 units
- PH216A Biological Embedding of Social Factors 2 units
- PH290-2 Social Justice & Worker Health 2-3 units

**Spring Courses**
- PH 204F Culture, Public Health Practice, and Eliminating Health Disparities 3 units
- PH 204G Research Advances in Health Disparities 2 units
- PH 214 Eat. Think. Design. 3 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 206D Food and Nutrition Programs and Policies in Developing Countries 3 units
- PH 212C Migration & Health 2-3 units
- PH 212E Private Sector Health Services in Developing Countries 2 units

#### Reproductive, Adolescent & Child Health

**Fall courses**
- PH 210B Adolescent Health 3 units
- PH 223G Sexual Health Promotion & STD Control 2 units

**Spring courses**
- PH 212D Reproductive & Perinatal Epidemiology 2 units

#### Research & Methods Focus

**Fall courses**
- PH 210C Needs Assessment in MCH 3 units
- PH 219D Intro to Survey Research Methods 3 units
- PH 295 Impact Evaluation for Health Professionals 3 units
- 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

#### Policy, Management & Advocacy

**Fall courses**
- PH 220 Health Policy Decision Making 3 units
- PH 220D Health Policy Advocacy 3 units

**Spring courses**
- PH 221 Mental Health Policies, Programs, & Services 2 units
- PH 229F Effective Public Health Negotiations 2 units
- PH 224A Health Care Organization and Management 3 units
- PH 267D Health Impact Assessment 3 units

#### Nutrition & Physical Activity

**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 207A Public Health Aspects of Maternal & Child Nutrition 2 units

#### Professional Development

- PH 291A Preparation for Public Health Practice Workshop Series 1 unit

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**SELECTED SPH ELECTIVE COURSES FOR MCH STUDENTS**

Additional SPH electives relevant to MCH students can be found in the course catalogue.

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**Business**

- MBA 209F Fundamentals of Business – Master's In Business Administration 3 units Fall & Spring

**Public Policy**

- PUB POL 200 Introduction to Policy Analysis 4 units Spring
- PUB POL 210 A&B The Economics of Public Policy Analysis 4 units Fall & Spring
- PUB POL 240A&B Decision Analysis, Modeling, and Quantitative Methods 4 units Fall & Spring
- PUB POL 260 Public Leadership & Management 4 units Fall
- PUB POL 270 Kid-First Policy: Family, School, & Community 4 units Fall & Spring

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.

**School of Information**

- INFO 232 Applied Behavioral Economics for Information Systems 3 units Fall
- INFO 287 Information & Communications Technologies for Social Enterprise 3 units Spring

**Social Welfare**

- SOC WEL 230 Social Policy: Children and Families 2 units Spring
- SOC WEL 238C Health Policy--A Social Welfare Perspective 2 units Fall & Spring
- SOC WEL 250K Social Work and Disability 2 units Fall & Spring
- SOC WEL 250L Human Sexuality 2 units Fall
- SOC WEL 254 Policy Practice 2 units Fall
- SOC WEL 257 Financial Management 1 unit Spring
- SOC WEL 274 Immigrants & Refugees in the US 2 unit Spring

Courses offered by the Schools and Departments of Demography, Journalism, and Business are also popular with Public Health Students.

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**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.
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.

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 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 Resource Library in 141 University Hall. The MCH Field Program Supervisor is Patricia Waki-moto. 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.

### ORGANIZATION INTERNSHIP DESCRIPTION

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>INTERNSHIP DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Parenthood Shasta Pacific, Concord, CA</td>
<td>Developed an implementation process and evaluation plan for a sexuality education curriculum created by PPSP and coalition partners.</td>
</tr>
<tr>
<td>Philip R. Lee Institute for Health Policy Studies; UCSF, Oakland, CA</td>
<td>Conducted multiple literature reviews and assisted in writing reports including an evaluation report of government funded sex education program in California as well as a separate report highlighting the perspectives of the agencies providing these educational services.</td>
</tr>
<tr>
<td>Alameda County Public Health Department; Oakland, CA</td>
<td>Worked with the Maternal, Paternal, Child, and Adolescent Health department to evaluate the integration of their home visiting programs. Worked closely with the MCH epidemiologist to complete data analysis and present results.</td>
</tr>
<tr>
<td>The Centers for Disease Control and Prevention Center for Global Health Division of Global HIV/AIDS Youth Prevention Team</td>
<td>Co-wrote two puberty books (male/female version) for adolescents age 13-19 in Botswana. Also assisted the Youth Prevention Team with various tasks on their current research study being conducted in Botswana.</td>
</tr>
<tr>
<td>Revolution Foods, Oakland, CA</td>
<td>Conducted a literature review to identify the nutrition research regarding the DASH diet and its impact on MCH. Completed an evaluation report of Revolution Foods’ menus and DAS guidelines, and explored future recommendations for nutrition strategy including identifying key messaging for internal stakeholders.</td>
</tr>
<tr>
<td>Prevention Institute, Oakland, CA</td>
<td>Worked with the Health Equity team to update the resource toolkit THRIVE: Community Tool for Health and Reliance in Vulnerable Environments, provided support to PI, trainings, and consultative projects.</td>
</tr>
<tr>
<td>March of Dimes, San Francisco, CA</td>
<td>Lead the revision of the Interconception Care Project for California clinical guidelines for the 6-week postpartum medical visit, along with a volunteer workgroup of clinicians and other health professionals. Developed a report summarizing the best practices and outcomes from March of Dimes grant-funded projects focused on preconception health and health care.</td>
</tr>
<tr>
<td>California Coalition Against Sexual Assault (CALCASA), Sacramento, CA</td>
<td>Completed research and development for policy and communications on campus sexual assault prevention and survivor services; provided technical assistance to rape crisis centers (RCCS) through the creation of a sexual assault prevention online course; created book club materials; assisted in the implementation of the National Sexual Assault Conference.</td>
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“The professors who worked internationally gave us inspiration to do the same”

—Dr. Miriam Shipp, MPH ’87
MCH CAPSTONE OVERVIEW

As part of the requirement for the MPH, each MCH student or 3-year MSW/MPH student must complete a quantitative capstone research project. This project consists of a written and an oral component and is considered to be the comprehensive examination for MCH students. The MCH capstone seminars (Practice in MCH Data Analysis I and II) are designed to support students in the capstone process.

The purpose of the MCH capstone research project 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 capstone research project 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 CAPSTONE

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
- Cheri Pies
- Malcolm Potts
- Ndola Prata

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 whomever they receive the data from to serve as a 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 capstone project 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 capstone 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 capstone 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.

Acceptance of the manuscript is similar to the process of having an article accepted publication. Students must submit a final version of the manuscript, not a draft, to their committee with the expectation that the committee will have a final round of revisions that must be incorporated by the student before the manuscript is considered complete.

4. Manuscript
The written portion of the capstone should not be longer than a standard prepublication manuscript. The average length is about 15-20 pages of double spaced text 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 capstone research projects please contact the MCH Program office.
The following deadlines are suggested for students and committees to guide the manuscript preparation process:
- Drafts of Introduction & Literature Review sections - due to committee the week following winter break
- Draft of Results Tables – due to committee by end of February
- Final Paper (round 1) – due the Friday before Spring Break (3/18/2016, 3/24/2017, or 3/23/2018 depending on your anticipated date of graduation)
- Committee has two weeks to return final comments
- Final Paper (round 2), with comments incorporated, due within one week following the student’s oral presentation.

5. Oral Presentation
In addition to submitting a written portion of the capstone 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.
SYLVIA 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 212C Migration & Health

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.

BRENDA ESKENAZI, MA, PhD

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

Courses: PH 210E Practicum in MCH Data Analysis I

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.

JULIANNA 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
PH 293-6 MCH Journal Club

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.

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 210F Practicum in MCH Data Analysis II
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.
CHERI PIES, 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
PH 298 MSW/MPH Integrative Seminar

Professor Cheri Pies is a Clinical Professor with the MCH Program and is also the Director of the Center of Excellence in MCH, a Maternal and Child Health Bureau (MCHB) 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 the co-director of the DrPH Program and coordinates the MSW MPH Dual and Concurrent Degree Programs.

Prior to stepping into the role of Director of our Center of Excellence, 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: PH 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, Ipsas 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
PH212E Private Sector Health Services in Developing Countries
PH 213A Family Planning, Population Change, and Health
PB HLTH 116 Seminar on Social, Political, and Ethical Issues in Health and Medicine

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.
SUELEN 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 capstone research 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, DrPH

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 capstone research 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.

NAP HOSANG, MD, MPH, MBA

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

Courses: Online-On-Campus MPH Program

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.

MAUREEN LAHIFF, PhD

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

Courses: PH 290-11 Applied Linear Models
PH 41 Intro to Biostatistics (Summer Session)

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 LARAIA, PhD, MPH, RD

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

Role: 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.

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

Role: Dr. Abrams is available to serve as an advisor and committee member for MCH students working on their capstone research project.
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. An Oakland native, Diana’s interests include fiction and documentary film and video, writing, bike commuting and crafts.