Dear Students,

On behalf of the Division of Community Health Sciences, and our three outstanding MPH programs, it is my great pleasure to welcome you and provide this 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 your program.

The Division of Community Health Sciences emphasizes the integration of research, practice and policy across a wide range of disciplines and is comprised of three programs of study: the Health and Social Behavior program (HSB), the Maternal and Child Health program (MCH), and the Public Health Nutrition (PHN) program.

The Division's shared interests center upon five scholarly and teaching themes:

- Biological factors, social environmental factors, and biology-environment interactions in human adaptation and the genesis of disease;
- Racial/ethnic and other sociocultural and socio-structural disparities in population health;
- Environment and health: i.e., the role of the built and chemical environment in disease prevention and health promotion;
- The role of time—e.g., historical, developmental—in the life course epidemiology of mental and physical disorders;
- The translation of interdisciplinary research into medical and public health practice.

Although degree requirements differ slightly by program, this handbook is intended as a reference guide and resource for all MPH programs in the Division. Details regarding the curriculum, field placement experience, and capstone experience are provided in this handbook. Program specific differences are explained in detail in the programs sections at the back of this handbook. You will find that the information here supplements information available in other student handbooks from the School of Public Health and the Berkeley Graduate Division. Much of the information in this guide can also be found online and links are provided wherever possible. Please read and refer back to the information in this handbook often.

Sincerely,

Brenda Eskenazi
Community Health Sciences Division, Chair

Sylvia Guendelman
Maternal and Child Health, Program Head

Lia Fernald
Public Health Nutrition, Program Head
ACADEMIC ADVISING
All Community Health Sciences students are assigned a faculty advisor in their program concentration. Students are expected to meet with their advisors on a regular basis to discuss career development and academic questions and concerns. It is each student’s responsibility to schedule appointments with their advisor several times per semester. If your advisor’s office hours conflict with your course schedule, please contact him or her to request alternate appointment times. If you email your advisor and do not receive a reply please allow 72 hours and then email them again. If you still do not receive a reply please notify your program manager for assistance.

Faculty office hours are available to you whether or not you have a class with them that semester. You are encouraged to reach out to whichever faculty advisor you deem appropriate for your particular questions. If you find a better fit with another faculty advisor, you are welcome to switch advisors provided that your new advisor is willing to take you on.

Program Managers are 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 your faculty advisor or Program Manager.

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 Community Health Sciences Division offices are located on the 2nd floor of University Hall in Suite 207. This is where you will find offices for CHS staff and most of the CHS faculty. Individual faculty contact information is listed in the faculty directory beginning on page 17 of this handbook. Most faculty members schedule appointments via email or have office hour sign-up sheets outside their offices or online.

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 (http://sa.berkeley.edu/conduct).

MINIMUM UNIT REQUIREMENT
Two-year MPH students are required to complete a minimum of 48 units of coursework (42 units for 11 month MPH students). 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. 300 level courses and lower division undergraduate courses do not count toward the 48 units needed for the degree, however they do count toward the 12 unit semester minimum.

MINIMUM GRADE BREADTH REQUIREMENT
MPH students are required to attain a B- or better in Breadth Course Requirements (Epidemiology PB HLTH 250A; Biostatistics PB HLTH 142; Health Policy & Management PB HLTH 200J; Environmental Health PB HLTH 200K; Health and Social Behavior PB HLTH 200L). 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).
Leadership Development Programs: UCB SPH Center for Career Services, Employment Opportunities, Internships & Scholarships can be found at Financialaid.berkeley.edu. Additional Financial Aid & Scholarship info can be found at Financialaid.berkeley.edu.

FINANCIAL AID
Student loan and work-study packages 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 calcentral.berkeley.edu.

If you are interested in finding an appointment as a Graduate Student Instructor (GSI) or Graduate Student Researcher (GSR), please contact individual faculty with 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. Visit the GSI Teaching & Resource Center for more information: http://gsi.berkeley.edu/

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 with your resume attached. You may also access the Center for Public Health Practice (CPHP) website and obtain a password to access the GSI/GSR position database.

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

SPH RESOURCES

DREAM OFFICE (fka Office of Diversity Services)
dreamoffice@berkeley.edu

GRADUATE RECRUITMENT AND DIVERSITY SERVICES (GRADS) COORDINATORS AND AMBASSADORS
The GRADS program provides prospective and current students with a team of student volunteers who can give advice, offer support, foster connectedness, and share their own experiences at the UC Berkeley School of Public Health.

sphgrads@berkeley.edu
(510) 643-6698

OFFICE OF STUDENT SERVICES
Shederick McClendon
Assistant Dean for Students
642-9654
samclendon@berkeley.edu

Crystal Saetern
Asst. Director of Admissions/Recruitment
642-9675
sphadm@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

318 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
510-642-2405, 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.

sphaward@berkeley.edu
(510) 643-0881

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.

510-642-7353, lectures@berkeley.edu
tannerlectures.berkeley.edu/

CAMPUS RESOURCES

2016 Student Handbook
338 Sproul Hall
510-643-7101, gradappt@berkeley.edu
Hours: Mon-Thurs, 8 am-4 pm
http://grad.berkeley.edu/professional-development/appointments/

COMMUNICATIONS & EVENTS
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425 Sproul Hall
510-643-7353, gradpub@berkeley.edu
grad.berkeley.edu/about-us/publications/
510-643-7353, lectures@berkeley.edu
grad.berkeley.edu/tannerlectures.berkeley.edu/

2016 Student Handbook
PUBLIC HEALTH NUTRITION
COMMUNITY HEALTH SCIENCES
CAMPUS RESOURCES
Indian and Alaska Native students pursuing graduate study.

THE AMERICAN INDIAN GRADUATE PROGRAM

enrich the diversity of the graduate programs on campus.

Recruitment, admission, and graduation of students who
promotes the participation and graduation of American

GRADUATE DIVERSITY PROGRAM

is available on our web pages.

The Graduate Diversity Program staff assists in the

FELLOWSHIPS

Fellowships office administers university fellowships,
departmentally restricted awards, departmental block

GRADUATE DIVERSITY PROGRAM

The Graduate Diversity Program staff assists in the

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

go.berkeley.edu

BERKELEY INTERNATIONAL OFFICE

The UC Berkeley Library offers world class collections and resources in over 20 subject-based libraries on campus. The library can assist you with making informed choices.

Visit Information for Graduate Students & Graduate Students Instructors (GSIs) (http://www.lib.berkeley.edu/information/ggraduate-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://servlett. lib.berkeley.edu/80109/ERPDatabases. 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.

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/living/ata/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
510-642-2844

homeinfo@berkeley.edu

calrentals.housing.berkeley.edu

LIBRARY SERVICES

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.

2440 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 510-642-6576

FAX: 510-643-9686, 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.

2339 Haste Street

510-642-1827

ece.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.

200 Cesar Chavez Student Center

510-642-4786

geneq@berkeley.edu

geneq.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 childcare, pediatrics, schools and more. To subscribe to the newsletters, visit: https://www. berkeleyparentsnetwork.org/

297 Barrows Hall

510-642-3216, apg@berkeley.edu

diversity.berkeley.edu/graduate/apg

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

510-642-3216, aigp@berkeley.edu

diversity.berkeley.edu/graduate/aigp

DEGREES

The Degrees staff monitors student progress from registration to graduation. Much useful information can be found on the Degrees web pages, including policies, procedures, and most of the forms and applications you may need. After consulting staff in your department, you can drop in or schedule an appointment in the Degree Office to discuss specific academic concerns such as the qualifying exam, advancement to candidacy, filing fee, probation, and readmission. Master’s theses and doctoral dissertations are filed in this office.

318 Sproul Hall

510-642-3228, aigp@berkeley.edu

597 Barrows Hall

GRADUATE STUDENT INSTRUCTOR (ord) TEACHING & RESOURCE CENTER

This office provides pedagogical support and guidance for new and continuing Graduate Student Instructors, including:

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•workshops on teaching

•the online course, Professional Standards and Ethics in Teaching

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•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

goi.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

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297 Barrows Hall

510-642-3216, aigp@berkeley.edu

diversity.berkeley.edu/graduate/apg

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510-642-2175

ga.berkeley.edu

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2610 Channing Way, 2nd floor
510-642-2844

homeinfo@berkeley.edu

calrentals.housing.berkeley.edu

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200 Cesar Chavez Student Center

510-642-4786

geneq@berkeley.edu

geneq.berkeley.edu
DOCTORAL PROGRAMS

Students interested in advanced training in public health can pursue two different doctoral programs at the School of Public Health, the Doctor of Public Health (DrPH) and the Doctor of Philosophy (PhD) in Epidemiology or Health Policy. For additional information about doctoral programs please see:

DOCTOR OF PUBLIC HEALTH (DrPH)
http://sph.berkeley.edu/areas-study/doctor-public-health

The Doctor of Public Health (DrPH) degree program is an interdisciplinary, school wide professional degree program which trains doctoral students to be research leaders, public health policymakers and public health practitioners. Those who earn this degree are expected to occupy leadership positions in diverse settings that have major influence on public health research, policies, programs, systems, and institutions.

SPECIALTY AREAS

Students who wish to focus on additional areas of interest to complement their concentration curricula may complete a Specialty Area certificate. Completing a Specialty typically involves completing a core course in the area of interest plus two to three elective courses from a list of offerings for a total of 9 units. Some Specialty Areas have additional requirements. A certificate is awarded upon graduation in addition to the student’s degree. Please contact the Specialty Area Advisor for guidance early in your academic career if you plan to complete a certificate.

SUMMER SESSIONS

The School of Public Health offers several courses during Summer Sessions. Introduction to Biostatistics (PH 141) and Epidemiologic Methods I (PH 250A) 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
Elective courses may be chosen from anywhere in the school or university. Elective courses must be numbered 100 and higher to count toward the 48-unit minimum requirement for graduation. The courses below have been popular with past CHS students. Some of the courses listed below may be required, rather than elective, depending on your program concentration.

Additional electives can be found in the course catalogue: catalogue.berkeley.edu

Courses within the School of Public Health (PUB HLTH prefix)

**AGING**
- C129: The Aging Human Brain 3 units
- 217C: Aging & Public Health 3 units
- C217D: Biological and Public Health Aspects of Alzheimer’s 3 units

**COMMUNICATION**
- 204A: Mass Communications in Public Health 3 units
- 243C: Information Systems in Public Health 3 units

**CULTURAL COMPETENCY**
- 290: Social Justice & Worker Health 2 units
- 204F: Culture, Public Health Practice and Eliminating Health Disparities 3 units
- 204G: Research Advances in Health Disparities 2 units
- 290: Structural Competence 3 units

**INTERNATIONAL HEALTH**
- 206D: Food and Nutrition Programs and Policies in Developing Countries 3 units
- 212A: International Maternal and Child Health 2 units
- 213A: Family Planning, Population Change and Health 3 units
- 212D: Expanded Foundations of Global Health 2 units
- 212E: Private Sector Health Services in Developing Countries 2 units

**NUTRITION & PHYSICAL ACTIVITY**
- 207A: Public Health Aspects of Maternal & Child Health Nutrition 3 units
- 206B**: Food and Nutrition Policies and Programs 3 units
- 206C: Nutritional Epidemiology 3 units
- 214: Eat. Thinks. Design 3 units

**POLICY, MANAGEMENT, LEADERSHIP & ADVOCACY**
- 220D: Health Policy Advocacy 3 units
- 200A: Current Issues in Public Health Ethics 3 units
- 225F: Effective Public Health Negotiations 2 units
- 290: Leadership in Maternal Child Health 2 unit
- 291A: Preparation for Public Health Practice (fall/spring) 1 unit

**PSYCHO-SOCIAL & SOCIO-ENVIRONMENTAL ASPECTS OF POPULATION HEALTH**
- 181: Poverty and Population 3 units
- 203A: Theories of Health and Social Behavior 3 units
- 216A: Biological Embedding of Social Factors 2 units
- C233: Healthy Cities 3 units
- 281: Public Health and Spirituality 2 units

**REPRODUCTIVE, ADOLESCENT & CHILD HEALTH**
- 210B: Adolescent Health 3 units
- 212D**: Reproductive & Perinatal Epidemiology 2 units
- 255G: Sexual Health Promotion & STD Control 2 units

**RESEARCH METHODS & ANALYSIS**
- 210D: Social and Behavioral Health Research: Introduction to Survey Methods 3 units
- 235: Impact Evaluation for Health Professionals 3 units
- 245: Multivariate Statistics 4 units
- 250B: Epidemiologic Methods II 4 units
- 244A: Introduction to SAS Programming 2 units
- 244B: Intermediate SAS Programming 2 units
- 290: Needs Assessment & Program Planning 4 units
- 291C: Community-Based Participatory Research in Public Health 3 units
- 291E**: Introduction to Qualitative Methods 3 units
- 241: Statistical Analysis of Categorical Data 4 units
- 255A: Social Epidemiology 3 units

**NUTRITION SCIENCES & TOXICOLOGY**
- NST 166: Nutrition in the Community 3 units
- NST 104: Human Food Practices 3 units
- NST 159: Human Diet 4 units
- NST 160: Metabolic Bases of Human Health and Diseases 4 units

**SOCIAL WELFARE**
- SW 230: Social Policy: Children and Families 2 units
- SW 239C: Health Policy: A Social Welfare Perspective 2 units

**SCHOOL OF INFORMATION**
- INFO 292: Applied Behavioral Economics 3 units

**SCHOOL OF PUBLIC POLICY**
- PUBPOL 270: Kid-First Policy: Family, School & Community 4 units
- PUBPOL 200: Introduction to Policy Analysis 4 units
- PUBPOL 219: Kid-First Policy: Family, School & Community 4 units

**SCHOOL OF BUSINESS**
- MBA 209F: Fundamentals of Business 3 units

**TAKING COURSES IN OTHER SCHOOLS**
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. Offerings will be shared with students via email when they become available.

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 your Program Manager for assistance.

Courses offered by the Schools and Departments of Demography, Journalism, and City Planning are also popular with Public Health students.
In order to receive academic credit for their field placements, public speaking, and other professional skills. Professional development workshops are available in the program on a first-come, first-serve basis. Other pre-internship meetings with the Field Supervisor. Students also may want to pursue an internship placement with an organization that does not participate in the matching system. These placements require additional initiative and coordination that does not participate in the matching system. These placements require additional initiative and coordination on the student's part in order to secure the placement and often funding.

Field placement preparation will be provided in the fall semester via CPHPL workshops and group and individual meetings with the Field Supervisor. Students also may want to talk with other CPHPL staff, especially for information on international field placements.

Additionally, the CPHPL offers Preparation for Public Health Practice (PH 291A – Fall or Spring), a workshop series on careers and trends, professional development, and specialty skills. This one-unit course is open to all interested students regardless of academic requirement and is a 12-week, full-time (480 hours) work experience completed over the summer between the first and second years. It is the student’s responsibility to keep track of the dates and deadlines set by the Center for Public Health Practice and Leadership (CPHPL).

For more information on internship policies and procedures or CPHPL workshops and special sessions, visit the CPHPL Resource Library in 141 University Hall, or contact:

**CPHPL@berkeley.edu**

**510-643-0970**

Note: Any requests for exceptions to these requirements must be supported by the faculty Program Head and will be reviewed by the Center for Public Health Practice and Leadership, following the Waiver Protocol.

**CONTACTS**

**Health and Social Behavior**

Audrey Cristobal  

(510) 642-2084  

acristobal@berkeley.edu

**Public Health Nutrition/Maternal and Child Health**

Patricia (Patsy) Wakimoto  

(510) 643-0722  

pwakim@berkeley.edu

**Fields of Study**

Public health practice is an integral part of the Master of Public Health (MPH) degree at the UC Berkeley School of Public Health. The field placement is a school-wide MPH academic requirement and is a 12 week, full-time (480 hours) work experience completed over the summer between the first and second years. The Center for Public Health Practice and Leadership (CPHPL) provides the academic and administrative structure for the practice component of the MPH program.

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 professional interests. Many sites are local, but students may also choose to intern in other parts of the country or the world.

Internships are typically secured through a matching process coordinated by CPHPL. The matching process involves applying to positions posted on the SPH Jobsite, securing interviews, and ranking your top choices. CPHPL will then match students to organizations based on students’ and organizations’ rank orders. Some students choose to pursue an internship placement with an organization that does not participate in the matching system. These placements require additional initiative and coordination on the student’s part in order to secure the placement and often funding.

Field placement preparation will be provided in the fall semester via CPHPL workshops and group and individual meetings with the Field Supervisor. Students also may want to talk with other CPHPL staff, especially for information on international field placements.

Additionally, the CPHPL offers Preparation for Public Health Practice (PH 291A – Fall or Spring), a workshop series on careers and trends, professional development, and specialty skills. This one-unit course is open to all interested students at the school. Enrollment is not required if you choose to only sit in on select sessions; for walk-ins, space is limited on a first-come, first-serve basis. Other pre-internship professional development workshops are available in the Spring semester, including workshops on interviewing, public speaking, and other professional skills.

In order to receive academic credit for their field placements, students must register for the 3-unit PH 297 – Public Health Practice Study course in the Fall of their second year. Students are encouraged to plan for the practice experience early in their program. It is the student’s responsibility to keep track of the dates and deadlines set by the Center for Public Health Practice and Leadership (CPHPL).

For more information on internship policies and procedures or CPHPL workshops and special sessions, visit the CPHPL Resource Library in 141 University Hall, or contact:

**CPHPL@berkeley.edu**

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acristobal@berkeley.edu

**Public Health Nutrition/Maternal and Child Health**

Patricia (Patsy) Wakimoto  

(510) 643-0722  

pwakim@berkeley.edu

Examples of past internship sites

**Alameda County Public Health Department**

**California Food Policy Advocates**

**Kaiser Permanente Division of Research**

**La Clinica de La Raza**

**Oakland Unified School District**

**Planned Parenthood Northern California**

**Sarah Samuels Center for Public Health Research & Evaluation**

**Prevention Institute**

**Examples of past internship sites**

**Alameda County Public Health Department**

**California Food Policy Advocates**

**Kaiser Permanente Division of Research**

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**Examples of past internship sites**

**Alameda County Public Health Department**

**California Food Policy Advocates**

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**Oakland Unified School District**

**Planned Parenthood Northern California**

**Sarah Samuels Center for Public Health Research & Evaluation**

**Prevention Institute**

All dates are estimated from the previous year’s dates and are subject to change.

**November**

Ongoing: CPHPL community partners receive invitation to post internship opportunities on SPH Jobsite

1-31 Students continue to review internships posted on SPH Jobsite and apply

31 Deadline for organizations to post their “MPH Summer Internships” on SPH Jobsite.

**December**

Ongoing: CPHPL community partners receive invitation to post internship opportunities on SPH Jobsite

10 Career Café (event where students can network with some internship organizations)

15 Deadline for students to apply for “MPH Summer Internships” via SPH Jobsite.

**January**

1-28 Organizations conduct interviews.

28 Deadline for students and organizations to rank their choices via SPH Jobsite.

28 Deadline to submit Supplemental Funding Application to Practice Coordinator.

**February**

1-14 CPHPL matches students to internships, per student and organization rankings.

14 CPHPL confirms matches with students and notifies organizations. Unmatched organizations are invited to make internships available to other students

**March**

1-28 Organizations conduct interviews.

28 Deadline for students and organizations to rank their choices via SPH Jobsite.

28 Deadline to submit Supplemental Funding Application to Practice Coordinator.

**April**

1-14 CPHPL matches students to internships, per student and organization rankings.

14 CPHPL confirms matches with students and notifies organizations. Unmatched organizations are invited to make internships available to other students

**May**

Students start internship to allow for completion of 12 weeks (no later than June 1).

**June**

1 Students must start internships no later than June 1.

20 Deadline to submit completed and signed “Internship Agreement” to Field Supervisor

**July**

TBD Field Supervisors conduct Mid-Point Site Visits/Reviews.

TBD Local students attend group meetings with Field Supervisor (Patsy).

**August**

1-31 Students and preceptors complete Internship Evaluations via SPH job web site

31 Deadline to submit Final Project and all other deliverables to CPHPL Field Supervisor
**COMPREHENSIVE EXAMINATION/ CAPSTONE EXPERIENCE**

The Graduate Division of UC Berkeley and the School of Public Health requires all MPH students to complete a comprehensive exam with both written and oral components, to be completed in the final Spring Semester. All students must receive a passing grade on their paper and oral examination in order to receive the MPH degree. The comprehensive examination is intended to be a culminating experience for MPH students, requiring synthesis and integration of knowledge acquired through coursework, internships, and other experiences.

For detailed descriptions of capstone requirements by program, please refer to the program specific sections in the back of this handbook.

### Capstone Option(s)

<table>
<thead>
<tr>
<th>HEALTH AND SOCIAL BEHAVIOR</th>
<th>PUBLIC HEALTH NUTRITION</th>
<th>MATERNAL AND CHILD HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A publishable quality research paper in the form of an original research project or secondary analysis (of an existing quantitative or qualitative data set) conducted by the student.</td>
<td>An article describing the results of original research (from primary data collection or secondary data analysis) conducted by the student.</td>
<td>A quantitative research project with a written paper, oral presentation, and defense.</td>
</tr>
<tr>
<td>An original research proposal in the form of a grant application.</td>
<td>A grant proposal for an original research project.</td>
<td></td>
</tr>
<tr>
<td>An original program plan and evaluation proposal for a community-based intervention to address a significant problem area in health and social behavior.</td>
<td>A detailed proposal for a nutrition-related program.</td>
<td></td>
</tr>
<tr>
<td>In rare circumstances a professional degree student may choose to write a formal master’s thesis also known as a Plan I master’s thesis. Guidelines and FAQ. <a href="http://grad.berkeley.edu/academic-progress/thesis/">http://grad.berkeley.edu/academic-progress/thesis/</a></td>
<td>An alternative option, including a business plan, or another option of the student’s choosing, with the permission of the Capstone course instructor.</td>
<td></td>
</tr>
</tbody>
</table>

### Capstone Seminar(s)

- PB HLTH 292 Fall Capstone for HSB/PHN and PB HLTH 292 Spring Capstone for HSB (Both semesters are required).
- PB HLTH 292.02 Capstone for HSB/PHN I & II (Both semesters are required).
- PB HLTH 210 E, F MCH Data Analysis I & II Part I (Fall semester) required, part II (Spring) strongly recommended.
BERKELEY COMMUNITY HEALTH SCIENCES

CHS FACULTY PROFILES

BARBARA ABRAMS, DrPH, RD
Professor of Epidemiology, MCH and PHN
Head, Epidemiology/Biostatistics Program

103 Haviland Hall
(510) 642-4216
babrams@berkeley.edu

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

GENEVIEVE AMES, PhD
Adjunct Professor, CHS
Senior Research Scientist, Prevention Research Center

180 Grand Avenue, Suite 1200
Oakland, CA
(510) 883-6726
ames@prev.org

Research Interests
Anthropology of health and healing; occupational culture and alcohol; work stress and couple violence; family culture and alcohol; environmental models for research and prevention of substance abuse problems; integration of qualitative and quantitative methods

RALPH CATALANO, PhD, MRP
Professor of the Graduate School, Public Health
Professor Emeritus, CHS

15 University Hall
(510) 642-3103
rayc@berkeley.edu

Research interests
The implications of selection in utero for population health; the economic antecedents of perinatal pathologies and other stress related illness

NORMAN CONSTANTINE, PhD
Clinical Professor, CHS
Director, Center for Research on Adolescent Health and Development, Public Health Institute

237 University Hall
(925) 284-8118
nconstantine@berkeley.edu

Research interests
Issues in applied causal inference; motivated scientific reasoning and bounded ethicality; policy use and misuse of research evidence; measurement development and validation; experimental and quasi-experimental research design

JASON CORBURN PhD, MCP
Associate Professor, HSB;
Associate Professor, City and Regional Planning

410C Wurster Hall
(510) 643-4790
jcorburn@berkeley.edu

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

PATRICIA CRAWFORD, DrPH, RD
Adjunct Professor, PHN;
Senior Director of Research, Nutrition Policy Institute

Nutrition Policy Institute
2115 Milvia Street Suite 301
Berkeley, CA 94704
(510) 642-6572
pbcrawford@ucanr.edu

Research Interests
Issues in applied causal inference; motivated scientific reasoning and bounded ethicality; policy use and misuse of research evidence; measurement development and validation; experimental and quasi-experimental research design

Research Interests
Anthropology of health and healing; occupational culture and alcohol; work stress and couple violence; family culture and alcohol; environmental models for research and prevention of substance abuse problems; integration of qualitative and quantitative methods

Research Interests
Epidemiology of pediatric overweight, with a focus on disparities; dietary determinants of overweight; pediatric overweight interventions; community based obesity prevention; school nutrition intervention and policy; nutrition assessment

Research Interests
The implications of selection in utero for population health; the economic antecedents of perinatal pathologies and other stress related illness

Research Interests
Environmental policy & planning; environmental health; urban environmental justice; social & spatial epidemiology; health impact assessment; science & technology studies; social theory; environmental dispute resolution

Research Interests
The implications of selection in utero for population health; the economic antecedents of perinatal pathologies and other stress related illness

Research Interests
Environmental policy & planning; environmental health; urban environmental justice; social & spatial epidemiology; health impact assessment; science & technology studies; social theory; environmental dispute resolution

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Research Interests
The implications of selection in utero for population health; the economic antecedents of perinatal pathologies and other stress related illness
JULIANNA DEARDORFF, PhD
Associate Professor, MCH
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

LIA C. HASKIN FERNALD, PhD, MBA
Professor and Program Chair, PHN
Research Interests
Psychosocial and biological determinants of health; obesity, overweight, and nutritional and epidemiologic transition; malnutrition, international child health and development; immigrant health, inequalities and health disparities; early experience, stress hormones, salivary cortisol.

RONALD DAHL, MD
Professor, CHS
Research interests
Adolescent brain development; emotion regulation; early intervention and prevention

LORI DORFMAN, DrPH, MPH
Associate Adjunct Professor, CHS
Director, Berkeley Media Studies Group
Research interests
Media portrayals of public health issues; framing public health; advertising and digital marketing of food and beverages; ethnographic content analysis; intersections between public health and journalism; evaluating strategic communication

BRENDA ESKENAZI, MA, PhD
Professor, Maternal Child Health
Division Head, CHS
Research Interests
The pathways and health effects of pesticide exposure in farmworkers and their children.

DARLENE D. FRANCIS, PhD
Associate Professor, HSB
Associate Dean of Education, Equity and Inclusion
On sabbatical for 2016-17.
Research Interests
Biopsychology; behavioral neuroscience; stress; epigenetics; developmental programming; maternal care; animal models
JOEL GRUBE, PhD, MS, AB
Adjunct Professor, CHS
Director, Prevention Research Center

Research Interests
Alcohol use and problems; tobacco use; other drug use; adolescents and young adults

SYLVIA R. GUENDELMAN, PhD, LCSW
Professor and Program Chair, MCH

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

JODI HALPERN, MD, PhD
Professor, CHS

Research Interests
Emotions and decision-making; empathy and healthcare ethics; public health ethics; distributive justice; patient autonomy, agency, and human rights

KIM HARLEY, MPH, PhD
Associate Adjunct Professor, MCH; Associate Director for Health Effects, Center for Environmental Research and Children’s Health

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

DENISE HERD, PhD
Professor of Behavioral Sciences
Professor and Program Chair, HSB

Research Interests
Research disparities; images of alcohol, drugs, and violence in rap music; activism in African American communities; drinking and drug use patterns and problems; social movements; multicultural health

SETH M. HOLMES, PhD, MD
Associate Professor, HSB

Research Interests
Population health and health disparities, social determinants of health, global health; medical anthropology and social theory/ethnography; social studies of medicine and science; social difference, especially race, socioeconomic status, citizenship, gender, and sexuality; the naturalization and normalization of social hierarchies and health disparities; social suffering and symbolic violence; immigration and migration; death and dying; urban and rural Latin America and North America
Research Interests
Maternal mortality in developing countries and the management systems that mitigate this largely preventable disease burden; family planning.

Research Interests
Immigrant health status including cardiovascular risk factors and diabetes; Health policy issues related to health and health care disparities; Disparities in health status and in access to health services.

Research Interests
Maternal mortality in developing countries and the management systems that mitigate this largely preventable disease burden; family planning.

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Research Interests
Immigrant health status including cardiovascular risk factors and diabetes; Health policy issues related to health and health care disparities; Disparities in health status and in access to health services.
RACHEL MORELLO-FROSCH, PhD, MPH
Professor, Environmental Science, Policy and Management; Professor, HSB
Research Interests
Race and class determinants of environmental health among diverse communities in the United States.

LINDA NEUHAUSER, DrPH, MPH
Clinical Professor, CHS
Co-Principal Investigator, Health Research for Action
Research Interests
Translational and transdisciplinary research; interventions theory, research, and practice; Design Sciences and participatory design of interventions; health communication and health literacy research, interventions, and policy; parenting education interventions; patient and community engagement in health and healthcare; nutrition, food security, and hunger

KRISTINE A MADSEN, MD, MPH
Associate Professor, PHN
Division Head, Interdisciplinary
Research Interests
Pediatric obesity; health disparities; physical activity; school health; community based participatory research

MARLON MAUS MD, DrPH, MPH
Associate Adjunct Professor, CHS
Research Interests
The relationship between public health and the built environment and aging; visual disability

MEREDITH MINKLER, DrPH
Professor Emeritus, CHS
Research Interests
Community-based participatory research as a strategy for healthy public policy; community and policy approaches to healthy retail for tobacco control and decreasing food insecurity; policy and other structural barriers to decreasing recidivism; improving prevention and control of emerging infectious diseases through enhanced community involvement; critical perspectives on aging and health

AMANI NURU-JETER, PhD, MD
Associate Professor, CHS
Research Interests
Race and socioeconomic health disparities; biobehavioral and psychobiological pathways for health disparities; stress and coping; mixed methods research (quantitative and qualitative); place, person-environment interactions, and health; measurement and study of racism as a determinant of racial health disparities
OSAGIE OBASOGIE, JD, PhD
Professor, CHS

Research Interests
Past and present roles of science in constructing racial meanings and explaining racial disparities; bioethics, particularly the social, ethical, and legal implications of reproductive and genetic technologies; bridging the conceptual and methodological gaps between empirical and doctrinal scholarship on race, law

obasogie@berkeley.edu

DOUG OMAN, PhD
Associate Adjunct Professor, CHS

Research Interests
Psychosocial and health correlates of learning from spiritual exemplars by college undergraduates; professional empathy

207 M University Hall
(510) 642-6095
dougoman@berkeley.edu

EMILY OZER, PhD
Professor, HSB

On sabbatical spring 2017.

529 University Hall
(510) 642-1723
eozer@berkeley.edu

Research Interests
Violence prevention; trauma and post-traumatic stress disorder; school and community-based interventions; collaborative and participatory research; promotion of mental and physical health among adolescents

CHERI PIES, DrPH, MSW
Clinical Professor, MCH
Director, Center of Excellence in MCH

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

279 University Hall
(510) 643-1250
cpies@berkeley.edu

MALCOLM POTT, MB, BChir, PhD, FRCOG
Professor, MCH

Research Interests
Violence prevention; trauma and post-traumatic stress disorder; school and community-based interventions; collaborative and participatory research; promotion of mental and physical health among adolescents

Research Interests
Psychosocial and health correlates of learning from spiritual exemplars by college undergraduates; professional empathy

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

207G University Hall
(510) 642-4527
potts@berkeley.edu

NDOLA PRATA, MD, MSc
Professor in Residence, MCH
Director, Bixby Center for Population, Health and Sustainability

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

229 University Hall
(510) 643-2214
ndola@berkeley.edu

OSAGIE OBASOGIE, JD, PhD
Professor, CHS

obasogie@berkeley.edu
WILLIAM SATARIANO, PhD, MPH  
Professor, HSB  
207F University Hall  
(510) 642-6641  
bills@berkeley.edu  

Research Interests  
Aging and social epidemiology; functioning and disability in older populations; cancer rehabilitation and survival; effects of the social and built environments on health and quality of life.

S. LEONARD SYME, PhD  
Professor Emeritus, Epidemiology & CHS  
Co-Principal Investigator, Health Research for Action  
577 University Hall  
(510) 642-3712  
slysmme@berkeley.edu  

Research Interests  
Social determinants of disease; community interventions; developing community interventions to prevent disease and promote health; relationship between health and psychosocial factors like poverty, stress and social isolation.

DILYS WALKER, MD, FACOG  
Associate Adjunct Professor, CHS  
Professor, UCSF School of Medicine  
415-476-5934  
Dilys.Walker@ucsf.edu  

Research Interests  
Global women’s reproductive health; Emergency obstetric training in resource limited settings; Inter-professional team training; Maternal and neonatal morbidity and mortality; Family planning; Cultural humility; Disrespect and abuse during childbirth; Quality of care; Implementation science; Unplanned pregnancy.

JULIA WALSH, MD, MSc, DrPH  
Adjunct Professor, MCH, Retired  
207G University Hall  
(510) 642-1639  
jwalsh@berkeley.edu  

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

SARAH ZEMORE, PhD  
Associate Adjunct Professor, CHS  
Associate Director & Co-Director of Training, Alcohol Research Group  
Alcohol Research Group  
6475 Christie Ave., Suite 400  
Emeryville, CA  
(510) 597-3440  
szemore@arg.org  

Research Interests  
Health disparities; the roles of race/ethnicity, socioeconomic status, and gender in the epidemiology of alcohol and drug use, abuse, and treatment; Substance use treatment motivation and efficacy; AA and other mutual help groups; Peer helping in recovery; Measurement issues and scale development.

WILLIAM SATARIANO, PhD, MPH  
Professor, HSB  
207F University Hall  
(510) 642-6641  
bills@berkeley.edu  

Research Interests  
Aging and social epidemiology; functioning and disability in older populations; cancer rehabilitation and survival; effects of the social and built environments on health and quality of life.

S. LEONARD SYME, PhD  
Professor Emeritus, Epidemiology & CHS  
Co-Principal Investigator, Health Research for Action  
577 University Hall  
(510) 642-3712  
slysmme@berkeley.edu  

Research Interests  
Social determinants of disease; community interventions; developing community interventions to prevent disease and promote health; relationship between health and psychosocial factors like poverty, stress and social isolation.

DILYS WALKER, MD, FACOG  
Associate Adjunct Professor, CHS  
Professor, UCSF School of Medicine  
415-476-5934  
Dilys.Walker@ucsf.edu  

Research Interests  
Global women’s reproductive health; Emergency obstetric training in resource limited settings; Inter-professional team training; Maternal and neonatal morbidity and mortality; Family planning; Cultural humility; Disrespect and abuse during childbirth; Quality of care; Implementation science; Unplanned pregnancy.

JULIA WALSH, MD, MSc, DrPH  
Adjunct Professor, MCH, Retired  
207G University Hall  
(510) 642-1639  
jwalsh@berkeley.edu  

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

SARAH ZEMORE, PhD  
Associate Adjunct Professor, CHS  
Associate Director & Co-Director of Training, Alcohol Research Group  
Alcohol Research Group  
6475 Christie Ave., Suite 400  
Emeryville, CA  
(510) 597-3440  
szemore@arg.org  

Research Interests  
Health disparities; the roles of race/ethnicity, socioeconomic status, and gender in the epidemiology of alcohol and drug use, abuse, and treatment; Substance use treatment motivation and efficacy; AA and other mutual help groups; Peer helping in recovery; Measurement issues and scale development.

WILLIAM SATARIANO, PhD, MPH  
Professor, HSB  
207F University Hall  
(510) 642-6641  
bills@berkeley.edu  

Research Interests  
Aging and social epidemiology; functioning and disability in older populations; cancer rehabilitation and survival; effects of the social and built environments on health and quality of life.

S. LEONARD SYME, PhD  
Professor Emeritus, Epidemiology & CHS  
Co-Principal Investigator, Health Research for Action  
577 University Hall  
(510) 642-3712  
slysmme@berkeley.edu  

Research Interests  
Social determinants of disease; community interventions; developing community interventions to prevent disease and promote health; relationship between health and psychosocial factors like poverty, stress and social isolation.

DILYS WALKER, MD, FACOG  
Associate Adjunct Professor, CHS  
Professor, UCSF School of Medicine  
415-476-5934  
Dilys.Walker@ucsf.edu  

Research Interests  
Global women’s reproductive health; Emergency obstetric training in resource limited settings; Inter-professional team training; Maternal and neonatal morbidity and mortality; Family planning; Cultural humility; Disrespect and abuse during childbirth; Quality of care; Implementation science; Unplanned pregnancy.
PAUL E. VANDERHORST
207B University Hall
(510) 644-0649
pvanderhors@berkeley.edu
Paul Vanderhorst has been the Director of the Maternal and Child Health Program since 2008. He received his PhD in Preventive Medicine from the University of Southern California. His research interests include maternal health, child health, and social justice. Paul believes that public health practice is strengthened by working closely with communities and building effective partnerships. His office door, in room 207B UHall, is always open to you.

DIANA STASKO
207 University Hall
(510) 642-1512
dstasko@berkeley.edu
Diana Stasko is the Administrative Assistant and communications expert for the Maternal and Child Health Program. Her first job in the Bay Area was doing fundraising and outreach for the Haight-Ashbury Free Clinic's Women's Needs Center; since then she has worked in marketing and customer service for PowerBar and as a freelance mediamaker. Diana earned an AA in multimedia from Berkeley City College and a BA from CSU Chico in art. An Oakland native, Diana's interests include fiction and documentary film, sewing, and bike commuting.

CAROL HUI
207D University Hall
(510) 666-3734
carolhui@berkeley.edu
Carol Hui has been the Public Health Nutrition Program Manager since 2012. After receiving her undergraduate degree in Social Welfare from UC Berkeley, she went on to complete her Masters' in Nutritional Sciences from Boston University. As a Registered Dietitian and Certified Nutrition Support Clinician, Carol is clinically trained specifically in acute care, oncology, and weight management. Since shifting from clinical nutrition to working in a graduate school setting, she is enjoying her work in developing the PHN program, helping students navigate and evaluate academic and career options in the nutrition field, and optimizing students' experiences in the program.

AUDREY CRISTOBAL
141E University Hall
(510) 642-2084
acrystalba@berkeley.edu
Audrey Cristobal supports Health and Social Behavior and Infectious Diseases & Vaccinology MPH students in navigating the summer internship process and achieving professional and leadership goals. As Field Supervisor, she helps strengthen linkages with diverse community partners, health sectors, and communities. A community-clinical psychologist by training, Audrey’s research and evaluation work has focused on community-based participatory efforts; disseminating results across multiple mediums and audiences; and using findings to advocate for the needs of marginalized communities.

KATE JERMAN
207B University Hall
(510) 643-4991
kate.jerman@berkeley.edu
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 207B UHall, is always open to you.

PATRICIA (PATSY) WAKIMOTO
141 University Hall
(510) 643-0722
pwaki@berkeley.edu
Patricia Wakimoto is the Associate Director of the Center for Public Health Practice and Leadership and the Field Supervisor for Nutrition and MCH. She received her MS in health education at Indiana University and her DrPH from UC Berkeley. Her research interests include dietary assessment methodology, program evaluation, and working with diverse, underserved populations. Prior to joining the Center full time, she also held a joint research appointment at the UC Berkeley Center for Weight & Health (now NPI) and at Children’s Hospital Oakland Research Institute (CHORI) for nearly 15 years.

2016 Student Handbook
ANGELA WAXMAN
207L University Hall
(510) 642-8626
awaxman@berkeley.edu

Angela Waxman is the Assistant Director of Student Services and Program Manager for the Health and Social Behavior and Health Policy and Management programs. She has worked in academic administration and student affairs at the Harvard Center for Population and Development Studies, The University of Oregon School of Architecture and Allied Arts and the UC Berkeley School of Public Health. Angela received her BA in Economics from Bryn Mawr College and her BFA in Painting and Drawing from the University of Oregon. She grew up in Europe and has had a life-long interest in art as an expression of cultural and individual diversity that contributes to emotional, social and spiritual well-being.

CAROL WONG
247C University Hall
(510) 643-8571
hpm_chs@berkeley.edu

Carol Wong is the new Student Services Advisor supporting the HPM and CHS divisions at the School of Public Health. She received her BA from Cal State East Bay in Media Studies and then worked at KTVU. Several years later, life changed directions and her interest in education began to foster. Volunteering with elementary and middle schools led to a contract position with the Cal Career Center where she received a Spotlight Award for excellent customer service in 2015. Carol looks forward to bringing that excellent customer service and the desire to work with students to the graduate population at the School of Public Health.
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 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.

GOALS

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, multi-disciplinary, 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.

For information about the UC Berkeley MCH Center of Excellence at the School of Public Health, visit: www.ucbmcch.com.
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:

- Discuss the major health and social problems facing MCAH populations from demographic, health, social, political and community perspectives, as well as the scientific basis for these concerns and strategies to address them.

- Describe the historical roots and current structure of MCH services in the United States, including Title V legislation, and be able to discuss the core values and strategic objectives that necessitate a special focus on MCAH populations to promote equity in health care (a focus on prevention, individuals and populations, cultural competence, family-centered and community-based systems of services, elimination of health disparities, and evidence-based practice).

- Identify the major sources of information related to MCAH populations, assess their strengths and limitations, and use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, and conducting research or training.

- Learn basic principles and applications of quantitative and qualitative research and epidemiology for addressing MCH problems and demonstrate expertise in these skills by completing a capstone research project.

LEADERSHIP DEVELOPMENT IN MCH

The UCB MCH Program is a Center of Excellence in MCH (formerly known as the MCH Leadership Training Program) supported by the Health Resources 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. 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.

All students in the UCB MCH program are considered MCH trainees, and have access to additional networking and leadership development opportunities across the MCHB trainee network.

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/.
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.

**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 one of these two courses in order 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.***

### ONE-YEAR MPH CURRICULUM

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>141* Introduction to Biostatistics</td>
<td>5</td>
</tr>
<tr>
<td>250A* Epidemiological Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>200J Health Policy &amp; Management Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>200K Environmental Health Sciences Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>210 Maternal and Child Health Core Course</td>
<td>3</td>
</tr>
<tr>
<td>210E Practicum in MCH Data Analysis I</td>
<td>2-3</td>
</tr>
<tr>
<td>290 Applied Linear Models</td>
<td>4</td>
</tr>
<tr>
<td>293 MCH Journal Club</td>
<td>2</td>
</tr>
<tr>
<td>Electives (to be chosen by student)*</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>200L Health &amp; Social Behavior Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>210F Practicum in MCH Data Analysis II</td>
<td>1-2</td>
</tr>
<tr>
<td>218B** Evaluation of Health and Social Programs</td>
<td>4</td>
</tr>
<tr>
<td>290** Needs Assessment &amp; Program Planning Development</td>
<td>4</td>
</tr>
<tr>
<td>299*** Independent Study--MCH Capstone</td>
<td>4</td>
</tr>
<tr>
<td>Electives (to be chosen by student)*</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

#### Required course work (including electives) 38 units

#### Capstone Project*** 4 units

#### TOTAL 42 units

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**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](http://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 much 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](http://sph.berkeley.edu/student-resources/helpful-links).
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.

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

### SCHOOL-WIDE REQUIRED COURSES

**Fall**
- 142A Introduction to Probability & Statistics in Biology and Public Health 4 units
- 200J Health Policy & Management Breadth Course 2 units
- 200L Health & Social Behavior Breadth Course 2 units
- 250A Epidemiologic Methods I 3 units
- 293.2 Public Health Field Placement 3 units
- 200K Environmental Health Breadth Course 2 units

**Spring**
- 200K Environmental Health Sciences Breadth Course 2 units
- 241A Statistical Analysis of Categorical Data* 4 units
- 290.5 MCH Leadership Seminar 2 units

### MCH REQUIRED & HIGHLY RECOMMENDED COURSES

**Fall**
- 210 Maternal and Child Health Core Course 3 units
- 210BP Adolescent Health 3 units
- 210E Practicum in MCH Data Analysis I 2-5 units
- 210F Practicum in MCH Data Analysis II 2 units
- 212A International MCH 2 units
- 213A Family Planning, Population Change, & Health 3 units
- 293.2 MCH Journal Club 2 units
- 290.5 MCH Leadership Seminar 2 units
- 210D Reproductive & Perinatal Epidemiology 2 units

**Spring**
- 290.3 Applied Linear Models 4 units
- 241 Statistical Analysis of Categorical Data 4 units
- 231A Analytic Methods for Health Policy & Management 3 units

### METHODS OF MEASUREMENT AND ANALYSIS (at least one of the following)

- 290.3 Applied Linear Models 4 units
- 245 Introduction to Multivariate Statistics 4 units
- 241 Statistical Analysis of Categorical Data 4 units
- 231A Analytic Methods for Health Policy & Management 3 units

### APPLIED PROGRAMMATIC SKILLS (at least one of the following)

- 210D Reproductive & Perinatal Epidemiology 2 units
- 218B Evaluation of Health and Social Programs 4 units
- 290 Needs Assessment & Program Planning 4 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).

*Not required, but highly recommended.

### 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 200J, Environmental Health PH 200K, Health and Social Behavior PH 200L). 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

**First Year—Fall 16-18 units, Spring 12+ units**

<table>
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</tr>
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<td>293.2 MCH Journal Club</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>0-3</td>
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</table>

**Second Year—Fall 12-16 units, Spring 12+ units**

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>210E Practicum in MCH Data Analysis I</td>
<td>2-3</td>
</tr>
<tr>
<td>290 Applied Linear Models*</td>
<td>4</td>
</tr>
<tr>
<td>297** Public Health Field Placement, 3 units</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3+</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>218B Evaluation of Health &amp; Social Programs*</td>
<td>4</td>
</tr>
<tr>
<td>210F Practicum in MCH Data Analysis II</td>
<td>1-4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>4+</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.

All courses have a PB HLTH prefix.
MCH CAPSTONE OVERVIEW

A part of the requirement for the MPH, each MCH student must complete a comprehensive capstone research project. This project consists of a written and oral component and is considered to be the comprehensive examination for MCH students. The MCH capstone seminars (Practicum 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.

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.

Acceptance of the manuscript is similar to the process of having an article accepted publication. Students should 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.

The capstone manuscript 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

The final manuscript (round 1) is submitted electronically to your committee on the Friday before Spring Break. The committee has two weeks to return final comments. A student’s advancement to the oral presentation is contingent upon the quality of the final draft of the manuscript (round 1). The final paper (round 2), including the committee’s final revisions, is due within one week after a student’s oral presentation. Timelines are negotiable, on a case by case basis, with the Committee Chair and MCH Program Chair.

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.

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MCH CAPSTONE/COMPREHENSIVE EXAMS

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.

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. Acceptance cannot be granted until both portions of the comprehensive exam are complete. Students will be provided with a copy of the signature page to collect the necessary signatures. Alternatively, Committee members may confirm their acceptance electronically by sending an email to the MCH Program Assistant Director.

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. Reminders will be sent to ensure 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.