WELCOME LETTER FROM THE CHS CHAIR

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

CHS Location:
207 University Hall
Berkeley, CA 947204

Every effort is made to ensure that all information contained here is as accurate, relevant and up-to-date as possible. Feedback and suggestions are always welcome. Please feel free to let us know of errors or misprints.
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.

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).
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. Additional Financial Aid & Scholarship info can be found at Financialaid.berkeley.edu.

Student loan and work-study packets are offered to admitted students. The Office of Student Inclusion and Program Services (SIP) serves as a resource center for students seeking information on fellowships funded by the University and outside sources. The SPH maintains additional information about fellowships and financial aid for public health students on its website, sph.berkeley.edu.

There are a limited number of fellowships available. The 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.

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.

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 (aka Office of Diversity Services)
spdiversity@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.

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. 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 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/

SFH SCHOOLS AND DEPARTMENTS

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

The Grad Admissions 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 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.

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CAMPUS RESOURCES

CAMPUS RESOURCES

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 510-642-7330
degrees.berkeley.edu
grad.berkeley.edu/academic-progress/

FELLOWSHIPS

The Fellowships office administers university fellowships, departmentally restricted awards, departmental block grants, federally funded fellowships, and foundation and corporate awards. A list of available fellowships and awards is available on our web pages.

318 Sproul Hall 510-642-0672
grad.berkeley.edu/financial/fellowships

GRADUATE DIVERSITY PROGRAM

The Graduate Diversity Program staff assists in the recruitment, admission, and graduation of students who enrich the diversity of the graduate programs on campus. This unit provides students with a network of academic and social support. The Assistant Dean for Graduate Diversity provides personal and confidential advising and strategies for academic success, including post-graduate planning.

327 Sproul Hall 510-643-6010
grad.diversity@berkeley.edu
diversity.berkeley.edu/graduate/gd

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 510-642-5226, aigp@berkeley.edu
diversity.berkeley.edu/graduate/aigp

GRADUATE STUDENT INSTRUCTOR (GSI) TEACHING & RESOURCE CENTER

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

- Full 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 510-642-4565, 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 510-643-2818
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 childcare, pediatrics, schools and more. To subscribe to the newsletters, visit https://www.berkeleyparentsnetwork.org/

201 Cesar Chavez Center 510-642-1716
career.berkeley.edu/PhDs/PhDs.stm

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 Student Instructors (GSIs) (http://www.lib.berkeley.edu/services/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://servlet.lib.berkeley.edu/eWebUI?Databases) is viewable by subject, type and title. See lib.berkeley.edu.

510-642-2175

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/at/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
calrentals.housing.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.
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 towards the 48-unit minimum requirement for graduation. The courses below may be required, rather than elective, depending on your program concentration.

Additional electives can be found in the course catalogue: [catalogue.berkeley.edu](http://catalogue.berkeley.edu).

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>C129</td>
<td>The Aging Human Brain</td>
<td>3</td>
</tr>
<tr>
<td>217C</td>
<td>Aging &amp; Public Health</td>
<td>3</td>
</tr>
<tr>
<td>217D</td>
<td>Biological and Public Health Aspects of Alzheimer’s</td>
<td>3</td>
</tr>
<tr>
<td>204A</td>
<td>Mass Communications in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>243C</td>
<td>Information Systems in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>290</td>
<td>Social Justice &amp; Worker Health</td>
<td>2</td>
</tr>
<tr>
<td>204F</td>
<td>Culture, Public Health Practice and Eliminating Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>204G</td>
<td>Research Advances in Health Disparities</td>
<td>2</td>
</tr>
<tr>
<td>290A</td>
<td>Structural Competence</td>
<td>3</td>
</tr>
<tr>
<td>206D</td>
<td>Food and Nutrition Programs and Policies in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>212A</td>
<td>International Maternal and Child Health</td>
<td>2</td>
</tr>
<tr>
<td>213A</td>
<td>Family Planning, Population Change and Health</td>
<td>3</td>
</tr>
<tr>
<td>212D</td>
<td>Expanded Foundations of Global Health</td>
<td>2</td>
</tr>
<tr>
<td>212E</td>
<td>Private Sector Health Services in Developing Countries</td>
<td>2</td>
</tr>
<tr>
<td>207A</td>
<td>Public Health Aspects of Maternal &amp; Child Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>206B**</td>
<td>Food and Nutrition Policies and Programs</td>
<td>3</td>
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<tr>
<td>206C</td>
<td>Nutritional Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>214</td>
<td>Eat. Think. Design</td>
<td>3</td>
</tr>
<tr>
<td>220D</td>
<td>Health Policy Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>200A</td>
<td>Current Issues in Public Health Ethics</td>
<td>3</td>
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<tr>
<td>225F</td>
<td>Effective Public Health Negotiations</td>
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<tr>
<td>290</td>
<td>Leadership in Maternal Child Health</td>
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<tr>
<td>290A</td>
<td>Preparation for Public Health Practice (fall/spring)</td>
<td>1</td>
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<tr>
<td>219D</td>
<td>Healthy Cities</td>
<td>3</td>
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<tr>
<td>281</td>
<td>Public Health and Spirituality</td>
<td>2</td>
</tr>
<tr>
<td>210A</td>
<td>Adolescence and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>212D**</td>
<td>Reproductive &amp; Perinatal Epidemiology</td>
<td>2</td>
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<tr>
<td>205G</td>
<td>Sexual Health Promotion &amp; STD Control</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>290</td>
<td>Needs Assessment &amp; Program Planning</td>
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<tr>
<td>219C</td>
<td>Community-Based Participatory Research in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>219E**</td>
<td>Introduction to Qualitative Methods</td>
<td>3</td>
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<tr>
<td>241</td>
<td>Statistical Analysis of Categorical Data</td>
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<tr>
<td>225A</td>
<td>Social Epidemiology</td>
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**NUTRITION & PHYSICAL ACTIVITY**

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<tr>
<td>181</td>
<td>Poverty and Population</td>
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<tr>
<td>203A</td>
<td>Theories of Health and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>216A</td>
<td>Biological Embedding of Social Factors</td>
<td>2</td>
</tr>
<tr>
<td>223S</td>
<td>Healthy Cities</td>
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<tr>
<td>281</td>
<td>Public Health and Spirituality</td>
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**POLICY, MANAGEMENT, LEADERSHIP & ADVOCACY**

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<td>Professional Ethics</td>
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<tr>
<td>223F</td>
<td>Effective Public Health Negotiations</td>
<td>2</td>
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<tr>
<td>290</td>
<td>Leadership in Maternal Child Health</td>
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<tr>
<td>290A</td>
<td>Preparation for Public Health Practice (fall/spring)</td>
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**CULTURAL COMPETENCY**

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<td>253G</td>
<td>The Aging Human Brain</td>
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**INTERATIONAL HEALTH**

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<td>Poverty and Population</td>
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<td>210B</td>
<td>Adolescent Health</td>
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<tr>
<td>212D**</td>
<td>Reproductive &amp; Perinatal Epidemiology</td>
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<td>205G</td>
<td>Sexual Health Promotion &amp; STD Control</td>
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**PSYCHO-SOCIAL & SOCIO-ENVIRONMENTAL ASPECTS OF POPULATION HEALTH**

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<td>212D**</td>
<td>Reproductive &amp; Perinatal Epidemiology</td>
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<td>Sexual Health Promotion &amp; STD Control</td>
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**RESEARCH METHODS & ANALYSIS**

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<tr>
<td>219D</td>
<td>Social and Behavioral Health Research: Introduction to Survey Methods</td>
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<tr>
<td>235</td>
<td>Impact Evaluation for Health Professionals</td>
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<tr>
<td>245</td>
<td>Multivariate Statistics</td>
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<td>250B</td>
<td>Epidemiologic Methods II</td>
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<tr>
<td>244A</td>
<td>Introduction to SAS Programming</td>
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<tr>
<td>244B</td>
<td>Intermediate SAS Programming</td>
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<tr>
<td>250</td>
<td>Needs Assessment &amp; Program Planning</td>
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<td>219C</td>
<td>Community-Based Participatory Research in Public Health</td>
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<tr>
<td>219D**</td>
<td>Introduction to Qualitative Methods</td>
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<tr>
<td>241</td>
<td>Statistical Analysis of Categorical Data</td>
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<tr>
<td>225A</td>
<td>Social Epidemiology</td>
<td>3</td>
</tr>
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**Additional Notes**

- *Note: courses listed may not be offered every year. Check online schedule for current semester course offerings.
- **Course is offered every other year.

Courses outside the School of Public Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NST 166</td>
<td>Nutrition in the Community</td>
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<tr>
<td>NST 104</td>
<td>Human Food Practices</td>
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<td>NST 159</td>
<td>Human Diet</td>
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<td>NST 160</td>
<td>Metabolic Bases of Human Health and Diseases</td>
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**SOCIAL WELFARE**

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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SW 290</td>
<td>Social Policy: Children and Families</td>
<td>2</td>
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<tr>
<td>SW 291C</td>
<td>Health Policy: A Social Welfare Perspective</td>
<td>2</td>
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**SCHOOL OF INFORMATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>INFO 252</td>
<td>Applied Behavioral Economics</td>
<td>3</td>
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**SCHOOL OF PUBLIC POLICY**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PUBPOL 270</td>
<td>Kid-First Policy: Family, School &amp; Community</td>
<td>4</td>
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**SCHOOL OF BUSINESS**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 209F</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.
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 29A – 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 Field 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:

cphp@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.

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      |

Contact:

Audrey Cristobal
(510) 642-2084
acristobal@berkeley.edu

October

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

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

January

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.

February

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.

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.
### Capstone Option(s)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH AND SOCIAL BEHAVIOR</td>
<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>
</tr>
<tr>
<td>PUBLIC HEALTH NUTRITION</td>
<td>An article describing the results of original research (from primary data collection or secondary data analysis) conducted by the student.</td>
</tr>
<tr>
<td>MATERNAL AND CHILD HEALTH</td>
<td>A quantitative research project with a written paper, oral presentation, and defense.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HEALTH AND SOCIAL BEHAVIOR</td>
<td>An original research proposal in the form of a grant application.</td>
</tr>
<tr>
<td>PUBLIC HEALTH NUTRITION</td>
<td>A grant proposal for an original research project.</td>
</tr>
<tr>
<td>MATERNAL AND CHILD HEALTH</td>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH AND SOCIAL BEHAVIOR</td>
<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>
</tr>
<tr>
<td>PUBLIC HEALTH NUTRITION</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>
</tr>
<tr>
<td>MATERNAL AND CHILD HEALTH</td>
<td>An original research proposal in the form of a grant application.</td>
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### Capstone Seminar(s)

<table>
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<th>Category</th>
<th>Description</th>
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<tr>
<td>PB HLTH 292 Fall Capstone for HSB/PHN and PB HLTH 292 Spring Capstone for HSB</td>
<td>(Both semesters are required)</td>
</tr>
</tbody>
</table>

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

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

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

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

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Oakland, CA
(510) 883-5726
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**RALPH CATALANO, PhD, MRP**
Professor of the Graduate School, Public Health
Professor Emeritus, CHS

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(510) 642-3103
rayc@berkeley.edu

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

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(510) 244-8118
nconstantine@berkeley.edu

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

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(510) 643-4790
jcorburn@berkeley.edu

**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) 642-1572
pbcrawford@ucanr.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

**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**
- 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**
- 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
CHS FACULTY PROFILES

RONALD DAHL, MD
Professor, CHS

233 University Hall
(510) 642-9063
rondahl@berkeley.edu

Research Interests
Adolescent brain development; emotion regulation; early intervention and prevention

JULIANNNA DEARDORFF, PhD
Associate Professor, MCH

207k University Hall
(510) 642-734
jdeardorff@berkeley.edu

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

207A University Hall
(510) 643-9113
fernald@berkeley.edu

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.

BRENDA ESKENAZI, MA, PhD
Professor, Maternal Child Health Division Head, CHS

1995 University Ave., Suite 265
(510)-642-3496
eskenazi@berkeley.edu

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

Lori Dorfman, DrPH, MPH
Associate Adjunct Professor, CHS
Director, Berkeley Media Studies Group

2130 Center St. Ste. 302
Berkeley, CA 94704
(510) 204-9700
dorfman@bsmg.org

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

DARLENE D. FRANCIS, PhD
Associate Professor, HSB
Associate Dean of Education, Equity and Inclusion

On sabbatical for 2016-17.

207D University Hall
(510) 642-9513
darlenefrancis@berkeley.edu

Research Interests
Biopsychology; behavioral neuroscience; stress; epigenetics; developmental programming; maternal care; animal models

DARLENE D. FRANCIS, PhD
Associate Professor, HSB
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On sabbatical for 2016-17.

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darlenefrancis@berkeley.edu

Research Interests
Biopsychology; behavioral neuroscience; stress; epigenetics; developmental programming; maternal care; animal models
CHS FACULTY PROFILES

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

221 Oak St, Oakland
(510) 883-5722
grube@prev.org

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

207J University Hall
(510) 642-2848
sylviag@berkeley.edu

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

570 University Hall
(510) 642-4366
jhalpern@berkeley.edu

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.

1995 University Ave., Suite 265
(510) 643-1910
kharley@berkeley.edu

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

207J University Hall
(510) 642-2848
sylviag@berkeley.edu

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

207J University Hall
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sylviag@berkeley.edu

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

570 University Hall
(510) 642-4366
jhalpern@berkeley.edu

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(510) 643-1910
kharley@berkeley.edu

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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

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(510) 642-2848
sylviag@berkeley.edu

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

207J University Hall
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sylviag@berkeley.edu

CHS FACULTY PROFILES

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

221 Oak St, Oakland
(510) 883-5722
grube@prev.org

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

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(510) 642-2848
sylviag@berkeley.edu

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

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jhalpern@berkeley.edu

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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.

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kharley@berkeley.edu

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Research Interests
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207J University Hall
(510) 642-2848
sylviag@berkeley.edu
ERNEST HOOK, MD
Professor Emeritus, CHS

279 University Hall
(510) 642-4490
ebhock@berkeley.edu

Research Interests
Epidemiology of birth defects & chromosome abnormalities; capture-recapture methods in epidemiology; human mutation, chromosome abnormalities, prenatal diagnosis; history and philosophy of medicine and science

NAP HOSANG, MD, MPH, MBA
Advisor, MCH

423 University Hall
(510) 409-3689
hosang@berkeley.edu

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

SUSAN IVEY MD, MHSA
Adjunct Professor, CHS
Director of Research, Health Research for Action

2140 Shattuck Ave., 10th floor
(510) 643-1883
sivey@berkeley.edu

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

WILLIAM JAGUST, MD
Professor, HSB; Professor, Neuroscience

132 Barker Hall
(510) 643-5537
jagust@berkeley.edu

Research Interests
Cerebral metabolism; brain aging; blood flow; neurochemistry; imaging techniques with PET and MRI; dementia; cognitive neuroscience; behavioral neurology and neuropsychology

LEE KASKUTAS, DrPH
Associate Adjunct Professor, CHS
Senior Scientist & Co-Director of Training, Alcohol Research Group

6475 Christie Avenue, Emeryville
(510) 597-3456
lkaskutas@arg.org

Research Interests
Alcohol and drug treatment; Alcoholics Anonymous; drinking during pregnancy; how to measure drink size; how to measure recovery from alcohol and drug problems

BARBARA LARAIA, PhD, MPH, RD
Associate Professor, PHN

207B University Hall
(510) 643-7896
blaraia@berkeley.edu

Research Interests
Household food insecurity; food & social environment; health disparities; perinatal epi; obesity; diabetes and dietary assessment methods
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  

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  

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

obasogie@berkeley.edu

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

DOUG OMAN, PhD
Associate Adjunct Professor, CHS

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

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

EMILY OZER, PhD
Professor, HSB
On sabbatical spring 2017.

529 University Hall
(510) 643-1723
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

279 University Hall
(530) 643-1500
cpies@berkeley.edu

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

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

207G University Hall
(510) 642-4327
potts@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

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

229 University Hall
(510) 643-2848
ndola@berkeley.edu

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

OSAGIE OBASOGIE, JD, PhD
Professor, CHS

obasogie@berkeley.edu

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

DOUG OMAN, PhD
Associate Adjunct Professor, CHS

207 M University Hall
(510) 642-6095
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Research Interests
Psychosocial and health correlates of learning from spiritual exemplars by college undergraduates; professional empathy

EMILY OZER, PhD
Professor, HSB
On sabbatical spring 2017.

529 University Hall
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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

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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

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

207G University Hall
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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

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

229 University Hall
(510) 643-2848
ndola@berkeley.edu

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
CHS FACULTY PROFILES

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
slysyme@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
510-642-1629
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
slysyme@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
510-642-1629
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
AUDREY CRISTOBAL
141E University Hall
(510) 642-2084
acristobal@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.

CAROL HUI
207D University Hall
(510) 666-3754
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.

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.

DION SHIMATSU-ONG
207C University Hall
(510) 642-9881
dions@berkeley.edu

Dion is the Division Manager of Community Health Sciences, the largest academic unit within the School of Public Health. She has been managing this division for three years with Brenda Eskenazi as the faculty Chair. Prior to CHS, Dion served for over 12 years as the program manager for the PhD program in Health Services and Policy Analysis. Her greatest satisfaction in SPH has been seeing the successes and professional growth of her former students, who are scattered over five continents.

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.

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 NP) and at Children’s Hospital Oakland Research Institute (CHORI) for nearly 15 years.

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141E University Hall
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acristobal@berkeley.edu

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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.
MISSION STATEMENT

Our mission is to train scholars and practitioners to identify and analyze the major social, cultural and biobehavioral determinants of health and health behavior; and to design, implement and evaluate social and behavioral interventions and social policies aimed at improving community and population health.

The core MPH curriculum for the HSB program includes coursework in the behavioral, bio-behavioral and social sciences as these relate to public health; in research methods; and in program planning and evaluation with an emphasis on the role of race/ethnicity, culture, class and gender in influencing physical and mental health status, interactions between the individual and society, and ethical issues in the design and implementation of community-based interventions.

HEALTH AND SOCIAL BEHAVIOR PROGRAM CORE COMPETENCIES

Upon satisfactory completion of the MPH curriculum with a concentration in Health and Social Behavior, graduates will be able to:

- Identify, assess and think critically about the determinants of community and population health, including cultural, social and biobehavioral factors contributing to health related behaviors.
- Apply theoretical and methodological perspectives in analyzing the behavioral, cultural and ethical dimensions of a community health problem.
- Critically analyze and evaluate the nature and process by which research informs practice and practice influences research in community and population health.
- Develop a study protocol detailing research questions, sampling strategy and qualitative or quantitative research methods employed.
- Demonstrate cultural competence and cultural humility and an understanding of diversity.
- Identify and implement a range of individual, interpersonal and community-wide health promotion and disease prevention models and strategies.
- Evaluate the effects of community intervention programs and policies.
- Develop and articulate policy options for the achievement of health promotion and disease prevention objectives within a broad community or population health context.
- Develop and implement strategies in health promotion advocacy and intervention.
- Effectively communicate and collaborate with a range of groups and organizations in the community.

Mailing Address:
Health and Social Behavior Program
School of Public Health
University of California, Berkeley
University Hall, Suite 207L
Berkeley, CA 94720-7360
http://sph.berkeley.edu/areas-study/health-social-behavior
## 2016 Student Handbook

### SCHOOL-WIDE REQUIRED COURSES (17 units)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>142* Introduction to Probability &amp; Statistics in Biology and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>200J Health Policy &amp; Management Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>250A* Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>297** Public Health Field Placement</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>200K Environmental Health Breadth Course</td>
<td>2</td>
</tr>
</tbody>
</table>

### HEALTH AND SOCIAL BEHAVIOR REQUIRED & RECOMMENDED COURSES (as required units)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>203A Theories of Health and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>292.1 MPH Seminar: Intro to PHN/HSB</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>292.2 Capstone Course in HSB/PHN Part 2</td>
<td>1</td>
</tr>
</tbody>
</table>

### RESEARCH METHODS***

At least one research methods course. Some examples:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>219D Social and Behavioral Research: Intro to Survey Methods</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>219C Community-Based Participatory Research in Public Health</td>
<td>3-4</td>
</tr>
<tr>
<td>Spring</td>
<td>219E Intro to Qualitative Methods in PH Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### ASSESSMENT PLANNING AND EVALUATION

Both of the following:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>218B Evaluation of Health and Social Programs</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>290 Program Planning/Needs Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Summer</td>
<td>297* Public Health Field Placement, 3 units</td>
<td>3</td>
</tr>
</tbody>
</table>

### PROGRAM ELECTIVES

At least 6 units of elective courses taken for a letter grade. Some examples are:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>204A Mass Communications in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>210B Adolescent Health</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>213A Family Planning, Population Change and Health</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>217C Aging and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>220D Health Policy/ Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>204G Research Advances in Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>290.9 Structural Competence</td>
<td>3</td>
</tr>
</tbody>
</table>

### TWO-YEAR SAMPLE SCHEDULE

As you plan your course of study, many resources are available, including your academic advisor, other faculty, the HSB program manager and the HSB field program supervisor. You may wish to consider course sequencing in relation to your field placement interests. Be sure to verify that a course is being taught in a given semester as changes are sometimes made to accommodate faculty sabbaticals and other events.

The following is a sample of a general schedule. Required courses are indicated in **bold font**. Students are to consider alternatives and consult with their advisors for their own schedules.

All courses have a PB HLTH prefix.

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>142 Introduction to Probability &amp; Statistics in Biology and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>203A Theories of Health and Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>200J Health Policy &amp; Management Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>250A Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>292.1 Introduction to Health and Social Behavior &amp; Public Health Nutrition Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>200K Environmental Health Sciences Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>218B Evaluation of Health and Social Programs</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>219E Intro to Qualitative Methods in PH Research (or another research methods course)</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>290 Program Planning/Needs Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Summer</td>
<td>297* Public Health Field Placement, 3 units</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>204A Mass Communications in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>219D Social and Behavioral Research: Intro to Survey Methods</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>216A Bio Embedding of Social Factors</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>293.2 Capstone Course in HSB/PHN Part 1</td>
<td>1-4</td>
</tr>
<tr>
<td>Fall</td>
<td>297* Public Health Field Placement, 3 units</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>204G Research Advances in Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>214 Eat Think Design</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>219C CBPR in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>295G STD Control</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>292.2 Capstone Course in HSB/PHN Part 2</td>
<td>1-4</td>
</tr>
</tbody>
</table>

*Though the field placement is completed over the Summer, you will register for the academic credit in your second Fall Semester.

---

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

** Though the field placement is completed over the Summer, you will register for the academic credit in your second Fall Semester.

*** A number of courses fulfill this requirement. A list will be provided at orientation.
### FIRST YEAR FALL REQUIRED COURSES FOR HSB STUDENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>PB HLTH 142</td>
<td>PB HLTH 142</td>
<td>PB HLTH 142</td>
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<td>PB HLTH 250A Epi</td>
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<td>PB HLTH 250A Epi</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Methods 1 – 3 units</td>
<td>Methods 1 – 3 units</td>
<td>Methods 1 – 3 units</td>
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<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>PB HLTH 200J</td>
<td>PB HLTH 200J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HPM Breadth Lec 2 units</td>
<td></td>
<td></td>
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<tr>
<td>11:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PB HLTH 200J</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion 101</td>
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<tr>
<td>12:00 PM</td>
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<td>PH 292.001</td>
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<td></td>
<td>Program Planning/Needs Assessment 4 units</td>
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<td>1:00 PM</td>
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<td></td>
<td>MPH Seminar: Intro to PHN/HSB 2 units</td>
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<tr>
<td>2:00 PM</td>
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<td></td>
<td>PB HLTH 203A</td>
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<tr>
<td>3:00 PM</td>
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<td></td>
<td>Theories of HSB 3 units</td>
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<td>4:00 PM</td>
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### FIRST YEAR SPRING REQUIRED COURSES FOR HSB STUDENTS

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<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00 AM</td>
<td></td>
<td></td>
<td>PB HLTH 290</td>
<td>PB HLTH 290</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Planning/Needs Assessment 3 units</td>
<td>Program Planning/Needs Assessment 3 units</td>
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<td>10:00 AM</td>
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<td>4:00 PM</td>
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</tbody>
</table>

### CAPSTONE DETAILS

The Graduate Division of UC Berkeley and the School of Public Health require a comprehensive exam with both written and oral components. The comprehensive examination is designed to provide students with an opportunity to synthesize and apply their academic and professional knowledge gained through the program. Students prepare for and complete this requirement in the Health and Social Behavior Capstone course which takes place in the Fall and Spring semesters preceding graduation from the MPH degree program. This course is an integrative seminar that builds on the core curriculum requirements of the School and the HSB program and provides a structured schedule for the development of the capstone paper and oral presentation.

All students must receive a passing grade on their paper and their oral presentation in order to receive the MPH degree. Students prepare a 20 page paper, a press release, and an oral presentation for faculty and peers on a Health and Social Behavior topic of their choice.

Regardless of the type of paper written, all capstone papers must:

1. Be original and new work done by the student and not previously submitted for credit in a course at UC Berkeley or any other institution.
2. Address an HSB related topic and demonstrate knowledge and skills in key public health and Health and Social Behavior competencies (see list of HSB competencies).
3. Include a critical review of the literature describing what is already known about the topic area, and what gaps still remain.
4. Include a clear plan with: your question/issue/problem, your goals and objectives, your plan of activities for getting the work done, a rationale for your choice of those activities, how you will evaluate the project, and the resources that will be needed to complete the work.

In total, the examination requires: (1) a written component (a 20 page paper) and (2) a one page press release for a lay audience, and (3) a short (no minute) oral presentation to a group of faculty and peers.

*Subject to change; see current syllabus for updated information.*
MATERNAL AND CHILD HEALTH PROGRAM

Overview
Goals
Core Competencies
Leadership Development in MCH

MCH CURRICULUM

One-Year MPH Curriculum
Summer Session Information
Two-Year MPH Curriculum
Recommended Two-year Course Sequence

CAPSTONE PROTOCOL
MCH Capstone/Comprehensive Exams

Mailing Address:
Maternal & Child Health Program
School of Public Health
University of California, Berkeley
University Hall, Suite 207
Berkeley, CA 94720-7360
http://www.sph.berkeley.edu/areas-study/maternal-child-health

Every effort is made to ensure that all information contained here is as accurate, relevant and up-to-date as possible. Feedback and suggestions are always welcome. Please feel free to let us know of errors or misprints.

2016 Student Handbook

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, 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.

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

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.

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>141*</td>
<td>Introduction to Biostatistics</td>
<td>5</td>
</tr>
<tr>
<td>250A*</td>
<td>Epidemiological Methods</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>200J</td>
<td>Health Policy &amp; Management Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>200K</td>
<td>Environmental Health Sciences Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>210</td>
<td>Maternal and Child Health Core Course</td>
<td>3</td>
</tr>
<tr>
<td>210E</td>
<td>Practicum in MCH Data Analysis I</td>
<td>2-3</td>
</tr>
<tr>
<td>290</td>
<td>Applied Linear Models</td>
<td>4</td>
</tr>
<tr>
<td>293</td>
<td>MCH Journal Club</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>(to be chosen by student)*</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>200L</td>
<td>Health &amp; Social Behavior Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>210F</td>
<td>Practicum in MCH Data Analysis II</td>
<td>1-4</td>
</tr>
<tr>
<td>2180**</td>
<td>Evaluation of Health and Social Programs</td>
<td>4</td>
</tr>
<tr>
<td>290**</td>
<td>Needs Assessment &amp; Program Planning Development</td>
<td>4</td>
</tr>
<tr>
<td>299***</td>
<td>Independent Study--MCH Capstone</td>
<td>4</td>
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<tr>
<td>Electives</td>
<td>(to be chosen by student)*</td>
<td>4</td>
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<td>TOTAL</td>
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<td>16</td>
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### ONE-YEAR MPH CURRICULUM - REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required coursework (including electives)</td>
<td>38</td>
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<tr>
<td>Capstone Project***</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</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. 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.
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.

RECOMMENDED COURSE SEQUENCE

T he 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.

All courses have a PB HLTH prefix.

### FIRST YEAR—Fall 16-18 units, Spring 12+ units

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>142A</td>
<td>Introduction to Probability &amp; Statistics in Biology and Public Health</td>
</tr>
<tr>
<td>200J</td>
<td>Health Policy &amp; Management Breadth Course</td>
</tr>
<tr>
<td>200L</td>
<td>Health &amp; Social Behavior Breadth Course</td>
</tr>
<tr>
<td>293.2</td>
<td>MCH Journal Club</td>
</tr>
<tr>
<td>200K</td>
<td>Environmental Health Breadth Course</td>
</tr>
<tr>
<td>2010</td>
<td>Maternal and Child Health Core Course</td>
</tr>
<tr>
<td>2010E</td>
<td>Practicum in MCH Data Analysis I</td>
</tr>
<tr>
<td>210D</td>
<td>Reproductive &amp; Perinatal Epidemiology</td>
</tr>
<tr>
<td>250A</td>
<td>Epidemiologic Methods I</td>
</tr>
<tr>
<td>293.2</td>
<td>MCH Journal Club</td>
</tr>
<tr>
<td>297**</td>
<td>Public Health Field Placement, 3 units</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>0-3 units</td>
</tr>
<tr>
<td>241</td>
<td>Statistical Analysis of Categorical Data*</td>
</tr>
<tr>
<td>290.5</td>
<td>MCH Leadership Seminar</td>
</tr>
<tr>
<td>Elective courses</td>
<td>4+ units</td>
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</tbody>
</table>

**Note:** 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.

### SECOND YEAR—Fall 12-16 units, Spring 12+ units

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>210E</td>
<td>Practicum in MCH Data Analysis II</td>
</tr>
<tr>
<td>291B</td>
<td>Evaluation of Health &amp; Social Programs*</td>
</tr>
<tr>
<td>210F</td>
<td>Practicum in MCH Data Analysis II</td>
</tr>
<tr>
<td>Elective courses</td>
<td>4+ units</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.

### 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, and Health and Social Behavior PH 241). 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).
MCH CAPSTONE OVERVIEW

As part of the requirement for the MPH, each MCH student must complete a quantitative 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.

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.

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 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 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
• Results
  o Descriptive tables
  o Grouped comparative analyses
  o Multivariate analyses
• Conclusions/Discussion
  o Summary
  o Public Health and MCH significance
  o Further directions for research

Formatting Requirements
References: American Journal of Epidemiology referencing format.

• Page Size: Standard, 8.5 x 11 inches
• 1 inch margins
• The line spacing should be double-spaced.
• Typeface: Basic manuscript text should be non-italic type font, Black, 12-point, Times New Roman or another easily readable font. For footnotes, captions, tables, charts and graphs a font size of no smaller than 8-point is to be used.
• Page numbers

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.

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.
Public Health Nutrition

2016 Student Handbook
PUBLIC HEALTH NUTRITION PROGRAM

Program Competencies

Learning Objectives

MOTHER AND CHILD PUBLIC HEALTH NUTRITION

Training Program

PHN CURRICULUM

Overview

First Year Sample Schedule

Second Year Sample Schedule

CAPSTONE PROTOCOL

PhN Capstone

PHN PROGRAM COMPETENCIES

Upon satisfactory completion of the MPH curriculum with a concentration in Public Health Nutrition, students will be able to demonstrate the following competencies.

- Critically analyze emerging and critical issues in public health nutrition.
- Evaluate nutrition research and interpret the implications for public health policies and programs.
- Organize and direct nutrition-related programs and projects, within the context of a health system.
- Plan, perform, and evaluate nutritional assessments and screening for individuals and populations.
- Design, develop and evaluate nutrition components of health services, programs, and projects.
- Demonstrate effective organizational skills and the ability to communicate with and enlist the support of potential participants and stakeholders.
- Participate in making policy related to health and nutrition within services, programs, and projects.
- Interpret food and nutrition legislation and regulations for professionals and consumers.
- Understand the biological and social roles of nutrition in health.

LEARNING OBJECTIVES

In general, the Masters of Public Health graduate will possess and demonstrate:

- Skills for effective practice in their selected field of study.
- A capacity to assess one's own strengths or weaknesses and to plan for continued self-development.
- Plan, perform, and evaluate nutritional status assessment, and screening for individuals and groups to identify the health needs and resources of the community.
- Plan and evaluate the nutrition component(s) of health services, programs, and projects; demonstrate organizational skills, such as the ability to prioritize and manage time effectively; participate in formulating and analyzing policy related to health and nutrition within services, programs, and projects.
- Provide services within the nutrition component(s) of health services, programs, and projects; develop realistic expectations for change; and develop effective approaches to bring about change in individuals, groups, and systems.
- Participate as a member of a multi-disciplinary health team through consultation, in-service education, and service coordination.
- Disseminate nutrition information to professional and nonprofessional audiences through various media; and develop and apply knowledge and skills in learning theory, curriculum planning, behavior modification, and communication techniques.
- Analyze and help formulate public policy related to health and nutrition; interpret food and nutrition legislation and regulations for professionals and consumers; be active in the legislative process regarding health and nutrition issues.
- Participate in discussions and present critical analyses of issues in public health nutrition.
- Design and conduct analyses of research projects in the area of public health nutrition.
MATERNAL AND PUBLIC HEALTH NUTRITION TRAINING PROGRAM

Since July 2013, the PHN Program has held a training grant sponsored by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. The primary purpose of the training program is to train short, medium, and long-term MCH Nutrition leaders with the skills to identify, monitor, evaluate and implement public health nutrition programs. We accomplish this goal by:

- Providing at least 2-3 scholarships per year to masters’ and doctoral level students to train them to become skilled maternal and child public health nutrition leaders;
- Strengthening our competency-based PHN MCH curriculum to incorporate a life course model, social determinants of health, and cultural sensitivity;
- Contributing to MCH Nutrition Workforce and Succession management goals by developing a series of public health nutrition and leadership online training modules to provide continuing education to place-based public health nutritionists in the field;
- Providing interdisciplinary training and practice and inter-organizational collaboration to enhance systems of care for MCH populations;
- Supporting and bolstering faculty, student and community initiated research.

Each year the UC Berkeley PHN program can offer at least 2-3 scholarships funded by the MCHB to master’s or doctoral students while they pursue a public health nutrition graduate degree. Scholarships are intended to assist in tuition/fee payment for graduate education in Public Health Nutrition with a focus on Maternal and Child Nutrition. Students who receive these scholarships are considered long-term trainees and will have received a letter indicating their traineeship prior to admission to the PHN program.

CURRICULUM

Trainees will be provided with opportunities to further develop their skills through attending or presenting at relevant conferences or meetings, and working on training grant projects with other trainees at UC Berkeley, trainees at other institutions, or with PHN faculty and their partners. Trainees’ work and interests may be highlighted on the PHN website or other related publications. Funded trainees will be required to complete all the requirements of the MPH in Public Health Nutrition. The 12-week field work requirement and capstone project should be in an area focused on maternal and child nutrition. In addition, trainees will be required to take PH290 “MCH Leadership Seminar,” and are strongly recommended to complete the MCH Specialty Area (see CHS Handbook, page 9, for more info about Specialty Areas). Trainees are also strongly encouraged to apply for the Center for Health Leadership Fellowship Program (http://chl.berkeley.edu/fellows-program.html), and to attend the workshops on career development offered by the CPHP (PH291A).

FUNDING FROM THE MCH-PHN TRAINING PROGRAM

Most funding is typically reserved for students who already have their RD, or are close to finishing the requirements for their RD. Occasionally, smaller amounts of funding are made available to students completing projects germane to the MCH-PHN training grant goals and objectives. Some examples of funding opportunities include: attending or presenting at MCH-nutrition conferences, workshops, or symposia; technical assistance or collaboration with community organizations serving underserved and diverse MCH populations; other special projects under PHN faculty supervision.
### School-wide Required Courses (16 units)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>142</td>
<td>Introduction to Probability &amp; Statistics in Biology and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>200J</td>
<td>Health Policy &amp; Management Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>200L</td>
<td>Health &amp; Social Behavior Breadth Course</td>
<td>2</td>
</tr>
<tr>
<td>250A*</td>
<td>Epidemiologic Methods I</td>
<td>3</td>
</tr>
<tr>
<td>297</td>
<td>Public Health Field Placement</td>
<td>2</td>
</tr>
<tr>
<td>200K</td>
<td>Environmental Health Breadth Course</td>
<td>2</td>
</tr>
</tbody>
</table>

*PB HLTH 200K can also be taken in the summer before your first year if you want to start early (in the summer, PH200K is called PH100 and is 5 units). PH245 can be substituted with PH241 (Spring) or PH245 (Fall, M 2-5p). An alternative to PH245 is PH290-003 (Applied Linear Models, MW 5-7pm), PH290-003 does NOT count as a substitute for PH142 so you MUST take either 142, 241, or 245 in addition to 290-003 to satisfy your Biostat requirement.

*PB HLTH 206B and 206D: Only 1 is Required. They are offered in alternating years. MCH Nutrition funded trainees MUST take PB HLTH 206B.

### PH Nutrition Required & Recommended Courses (21 required units)

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<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>292.1</td>
<td>MPH Seminar: Intro to PHN/HSB</td>
<td>2</td>
</tr>
<tr>
<td>206C</td>
<td>Nutritional Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>207A</td>
<td>Public Health Aspects of Maternal and Child Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>292.2</td>
<td>Capstone Course 1 in HSB/PHN</td>
<td>2</td>
</tr>
<tr>
<td>290</td>
<td>Program Planning, Development and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>206B**</td>
<td>Food and Nutrition Policies and Programs</td>
<td>3</td>
</tr>
<tr>
<td>206D**</td>
<td>Food &amp; Nutrition Programs and Policies in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>218B</td>
<td>Evaluation of Health and Social Programs</td>
<td>4</td>
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<tr>
<td>292.2</td>
<td>Capstone Course 2 in HSB/PHN</td>
<td>1</td>
</tr>
<tr>
<td>290</td>
<td>Leadership in MCH (Required for MCH Nutrition trainees only)</td>
<td>1</td>
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</tbody>
</table>

*PB HLTH 206B and 206D are both recommended, but only 1 is required – in either your 1st or 2nd years. They are offered in alternating years in the Spring, so each 2-year MPH student will have a chance to take both if desired. MCH Nutrition funded trainees MUST take PB HLTH 206B.

### Recommended Courses for Students Interested in Nutritional Epidemiology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>245</td>
<td>Introduction to Multivariable Statistics</td>
<td>4</td>
</tr>
<tr>
<td>250B</td>
<td>Epidemiological Methods II</td>
<td>4</td>
</tr>
<tr>
<td>241</td>
<td>Statistical Analysis of Categorical Data</td>
<td>4</td>
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<tr>
<td>144A</td>
<td>Beginning SAS programming</td>
<td>3</td>
</tr>
<tr>
<td>144B</td>
<td>Intermediate SAS programming</td>
<td>4</td>
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</tbody>
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### Recommended

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>209F</td>
<td>Fundamentals of Business</td>
<td>3</td>
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</tbody>
</table>

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

**PB HLTH 206B and PB HLTH 206D are both recommended, but only 1 is required – in either your 1st or 2nd years. They are offered in alternating years in the Spring, so each 2-year MPH student will have a chance to take both if desired. MCH Nutrition funded trainees MUST take PB HLTH 206B.

Please note that most of the courses listed above are only offered only in the Fall semester. Of the Spring semester, not both semesters.

### First Year Fall Required Courses

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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>PB HLTH 142, Biostat</td>
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<tr>
<td>9:00 AM</td>
<td>PB HLTH 200A, Epi Methods, 1-3 units</td>
<td>PB HLTH 200A, Epi Methods, 1-3 units</td>
<td>PB HLTH 200A, Epi Methods, 1-3 units</td>
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<tr>
<td>10:00 AM</td>
<td>PB HLTH 200J, HSB Breadth Lec 2 units</td>
<td>PB HLTH 200J, HSB Breadth Lec 2 units</td>
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<td>PB HLTH 200J, HSB Breadth Disc Opt.</td>
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<td>PB HLTH 200J, HSB Breadth Disc Opt.</td>
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<td>12:00 PM</td>
<td>PB HLTH 292.1, Intro to PHN/HSB</td>
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### First Year Spring Required Courses

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<tr>
<td>9:30 AM</td>
<td>PH290 Program Planning/Needs Assessment</td>
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### Total Required Units: 15

Optional: PH245 or PH250A can also be taken in the summer before your first year if you want to start early (in the summer, PH245 is called PH145 and is 5 units). PH245 can be substituted with PH241 (Spring) or PH245 (Fall, M 2-5p). An alternative to PH245 (similar content) is PH290-003 (Applied Linear Models, MW 5-7pm), PH290-003 does NOT count as a substitute for PH142 so you MUST take either 142, 241, or 245 in addition to 290-003 to satisfy your Biostat requirement.

### First Year Sample Schedule

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### Total Required Units: 6

Optional: For students who want more training for research, you should also take PH245 (Statistical Analysis of Categorical Data, MW 1-2pm) and PH44A (Beginning SAS Programming, W 4-6pm or F 3-5pm). PH245 is more important in your 1st year Spring, if you only want to choose one of these.

### MBA 209F Fundamentals of Business Administration (3 units, W 6-9p)
SECOND YEAR FALL REQUIRED COURSES

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<th>Monday</th>
<th>Tuesday</th>
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</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>PB HLTH 206c</td>
<td>Nutrition Epi—3 units</td>
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<tr>
<td>10:00 AM</td>
<td>Capstone for HSB/PHN part 1—2 units</td>
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TOTAL REQUIRED UNITS: 5
Students will also enroll in PH297 (3 units), to earn credit for the summer field placement.

SECOND YEAR SPRING REQUIRED COURSES

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<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>9:00 AM</td>
<td>PB HLTH 206D</td>
<td>Nutr in Devel. Countries—3 units</td>
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<tr>
<td>10:00 AM</td>
<td>Capstone for HSB/PHN part 2—1 unit</td>
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<tr>
<td>3:00 PM</td>
<td>PB HLTH 218B</td>
<td>Eval of Health &amp; Social Programs—4 units</td>
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</table>

TOTAL REQUIRED UNITS: 5
MCH-Nutrition funded trainees are also required to take PH290-005 MCH Leadership (1 unit, Spring) in either your 1st or 2nd year.

PHN CAPSTONE DETAILS

The Graduate Division of UC Berkeley and the School of Public Health requires a comprehensive exam with both written and oral components. Each student in the Public Health Nutrition program is required to submit a written paper in the spring semester that precedes graduation and to present that paper orally. All students must receive a passing grade on their paper and their oral presentation in order to receive the MPH degree. This paper serves as the comprehensive examination in PHN, and is intended to be a culminating experience for MPH students, requiring synthesis and integration of knowledge acquired through coursework, internships and other experiences.

Students prepare for and complete this requirement in the Capstone Courses in PHN/HSB (PH292.02 in the Fall and in the Spring of your second year). The Capstone Course in PHN/HSB is an integrative seminar that builds on the core curriculum requirements of the School and the PHN program, and provides a structured schedule for the development of the paper and the presentation.

*PB HLTH 206B and 206D: Only 1 is Required. They are offered in alternating years. MCH Nutrition funded trainees MUST take PB HLTH 206B.

REQUIREMENTS

Students will prepare a 20 page paper, a press release, and an oral presentation for faculty and peers on a Public Health Nutrition topic of their choice.

Students can elect to write one of four types of papers:

A) An article describing the results of original research (from primary data collection or secondary data analysis) conducted by the student;
B) A grant proposal for an original research project;
C) A detailed proposal for a Public Health Nutrition program;
D) An alternative option, including a business plan, or another option of the student’s choosing.

Regardless of the type of paper written, there are four features that should be common to all the papers submitted to fulfill this requirement. The paper must:

1) Be original and new work done by the student and not previously submitted for credit in a course at UC Berkeley or any other institution;
2) Address a nutrition-related topic and demonstrate knowledge and skills in key public health and public health nutrition competencies (list of competencies follows);
3) Include a critical review of the literature describing what is already known about the topic area, and what gaps still remain.
4) Include a clear plan with: your question/issue/problem, your goals and objectives, your plan of activities for getting the work done, a rationale for your choice of those activities, how you will evaluate the project, and the resources that will be needed to complete the work.

In total, the examination requires: (1) a written component (a 20 page paper) and (2) a one page press release for a lay audience, and (3) a short (10 minute) oral presentation to a group of faculty and peers.

*Subject to change; see current syllabus for updated information