

Maternal, Child and Adolescent Health

2018 Student Handbook



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MATERNAL, CHILD, AND ADOLESCENT HEALTH PROGRAM

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PROGRAM OVERVIEW

The UC Berkeley Maternal, Child and Adolescent Health Program (MCAH) 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 MCAH Program's multifaceted and interdisciplinary curriculum and dynamic learning environment are designed to respond to newly emerging issues in MCAH 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 MCAH 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 MCAH organizations and promote and protect the health status of diverse MCAH populations.
- To prepare public health and health care professionals to be leaders in the field of MCAH with a culturally competent, multi-disciplinary, community oriented, ethical, and cost-effective vision of maternal, child and adolescent health, with the skills that can help solve the health challenges of the 21st century.
- To work closely with Title V and other MCAH 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 MCAH populations.

For information about the UC Berkeley Center of Excellence in MCAH at the School of Public Health, visit: mcah.berkeley.edu

MAILING ADDRESS

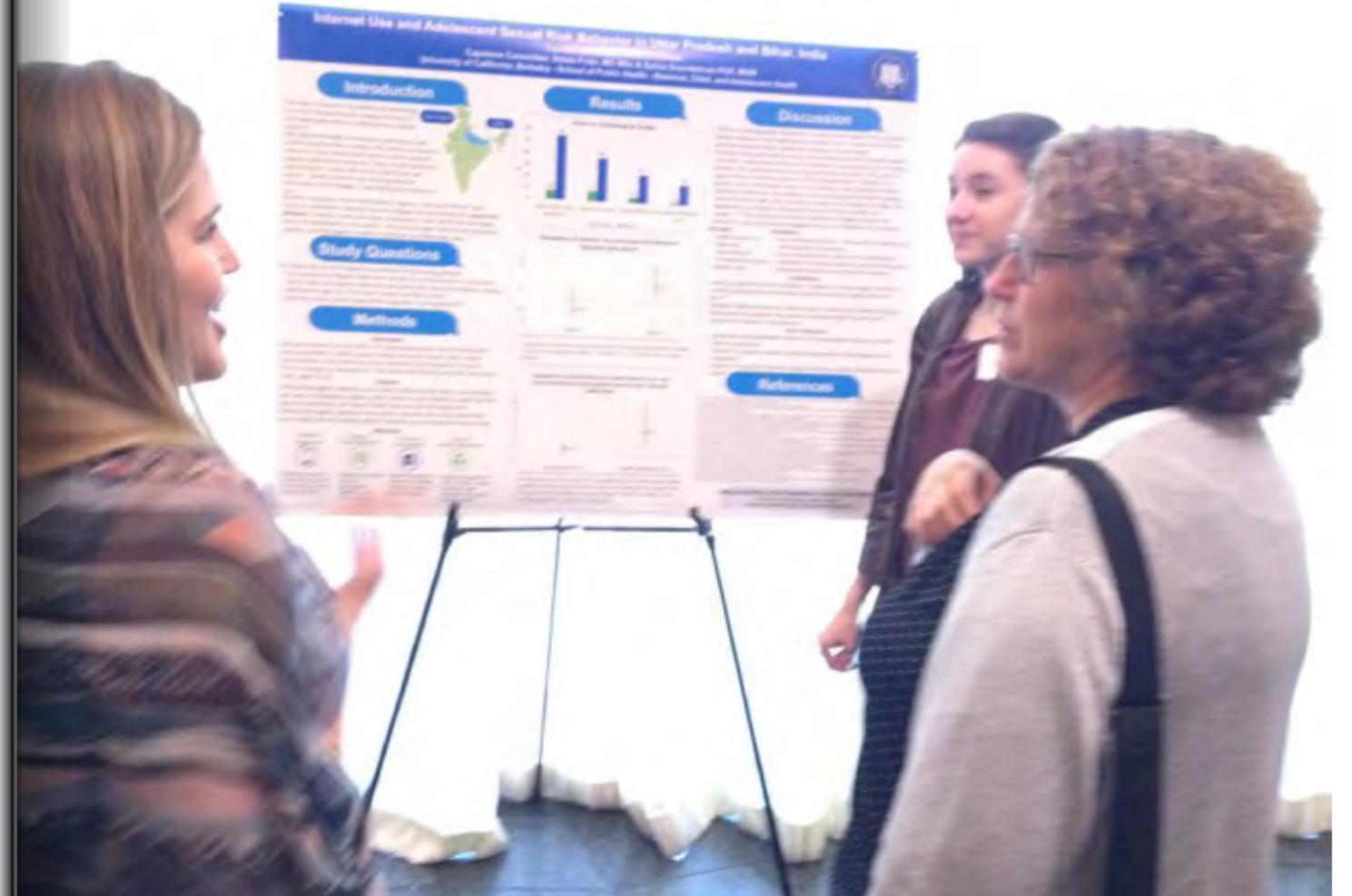
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Every effort is made to ensure that all information contained here is as accurate, relevant and up-to-date as possible. Feedback and suggestions are always welcome. Please feel free to let us know of errors or misprints.



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

- Discuss the major health and social problems facing Maternal, Child and Adolescent Health 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 MCAH 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 MCAH problems and demonstrate expertise in these skills by completing a capstone research project.



The UCB MCAH Program is a Center of Excellence in MCAH supported by the **Health Resources Services Administration (HRSA) Maternal and Child Health Bureau (MCHB)**. Centers of Excellence in MCAH further the development of a workforce that is knowledgeable about public health principles that focus on children and families. All MCAH 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 MCAH program are considered MCAH 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, Child and Adolescent Health (MCAH) 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 and a total of 42 units. 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.

All courses have a PB HLTH prefix.

REQUIRED COURSES			
summer	142	Introduction to Biostatistics*	4 units
	250A	Epidemiologic Methods I*	3 units
	TOTAL		7 units
fall	200J	Health Policy and Management Breadth	2 units
	200L	Health and Social Behavior Breadth	2 units
	210	Foundations of MCH Policy, Practice & Science	3 units
	210E	Practicum in MCH Data Analysis I	3 units
	245	Introduction to Multivariate Statistics	4 units
	292.10	Maternal, Child, and Adolescent Health Journal Club	2 units
	choice	Elective Courses	
TOTAL		16-18 units	
spring	200K	Environmental Health Sciences Breadth	2 units
	205	Needs Assessment & Program Planning **	4 units
	210F	Practicum in MCH Data Analysis II	3 units
	299	Independent Research - Capstone Project	5 units
	choice	Elective Courses	2+ units
TOTAL		16-18 units	

*This requirement may also be fulfilled by completing an approved higher-level alternative course or by passing an exemption exam. Alternatives should be discussed with the MCAH Assistant Director.

**This requirement can also be fulfilled by PB HLTH 218B, Evaluation of Health & Social Programs, offered in Fall.

All courses have a PB HLTH prefix.

RECOMMENDED COURSE SEQUENCE (42 units needed to earn 11 month MPH)							
summer	142	Introduction to Biostatistics*	4 units	spring	200K	Environmental Health Sciences Breadth	2 units
	250A	Epidemiologic Methods I*	3 units		205	Needs Assessment & Program Planning	4 units
	TOTAL UNITS		7		210F	Practicum in MCH Data Analysis II	4 units
fall	200J	Health Policy and Management Breadth	2 units	299	Independent Research - Capstone Project	5 units	
	200L	Health and Social Behavior Breadth	2 units	choice	Elective Courses	2+ units	
	210	Foundations of MCH Policy, Practice & Science	3 units	TOTAL UNITS		16-18	
	210E	Practicum in MCH Data Analysis I	3 units	*This requirement may also be fulfilled by completing an approved higher-level alternative course or by passing an exemption exam. Alternatives should be discussed with the MCAH Assistant Director.			
	245	Introduction to Multivariate Statistics	4 units				
	choice	Elective Courses	2+ units				
TOTAL UNITS		16-18					

Summer Sessions

The School of Public Health offers several courses during Summer Sessions. Introduction to Biostatistics (PH 142) and Epidemiologic Methods I (PH250A) can fulfill two of the MPH Degree breadth requirements and are generally offered in the session beginning in early July. Please check the online schedule for summer session courses and exact dates. Registration for incoming graduate students is usually available in June. More information can be found at summer.berkeley.edu

One-year program students who plan to take the exemption exam(s) for Introduction to Biostatistics or Epidemiologic Methods I should still plan to complete at least four course units during Summer Sessions. Students must consult with the MCAH Assistant Director regarding alternative courses and procedures for pursuing an exemption.



The 2-year curriculum for the MPH in Maternal, Child, and Adolescent Health (MCAH) is offered to post-baccalaureate students who seek **competency in MCAH data analysis and research 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.

All courses have a PB HLTH prefix.

SCHOOL-WIDE REQUIRED COURSES			
fall	142	Introduction to Biostatistics	4 units
	200J	Health Policy & Management Breadth	2 units
	200L	Health & Social Behavior Breadth	2 units
	250A	Epidemiologic Methods I*	3 units
	297	Public Health Field Placement	3 units
spring	200K	Environmental Health Sciences Breadth	2 units
MCAH REQUIRED COURSES			
fall	210	Foundations of MCH Policy, Practice & Science	3 units
	210E	Practicum in MCH Data Analysis	3 units--
spring	292.10	Maternal, Child, and Adolescent Health Journal Club	2 units
	TBD	Foundations of Maternal, Child, and Adolescent Health Leadership	2 units
	210F	Practicum in MCH Data Analysis II	4 units
	299	Independent Research	1+ units
METHODS OF MEASUREMENT AND ANALYSIS (at least one of the following)			
fall	TBD	TBD- Statistical/Data Analysis Course	4 units
	245	Introduction to Multivariate Statistics	4 units
spring	241	Statistical Analysis of Categorical Data	4 units

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.

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

APPLIED PROGRAMMATIC SKILLS (at least one of the following)			
fall	218B	Evaluation of Health and Social Programs	4 units
spring	205	Needs Assessment & Program Planning	4 units
HIGHLY RECOMMENDED ELECTIVES			
fall	212A	International MCH	2 units
	213A	Family Planning, Population Change, & Health	3 units
spring	210B	Adolescent Health	3 units
	210D	Reproductive & Perinatal Epidemiology**	2 units

*This requirement may also be fulfilled by passing an exemption exam or by completing an approved higher-level alternative course. Alternatives should be discussed with the MCAH Assistant Director.

**Not being offered again until Spring 2020.

RECOMMENDED COURSE SEQUENCE

48 units are required to earn the MPH degree. The first Fall semester is pre-scripted with required courses. All other 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 MCAH 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 units, Spring 14+ units			
fall	142	Introduction to Biostatistics	4 units
	200J	Health Policy and Management Breadth	2 units
	200L	Health and Social Behavior Breadth	2 units
	250A	Epidemiologic Methods I	3 units
	210	Foundations of MCH Policy, Practice & Science	3 units
	292.10	Maternal, Child, and Adolescent Health Journal Club	2 units
spring	200K	Environmental Health Sciences Breadth	2 units
	205	Needs Assessment & Program Planning	4 units
	241	Statistical Analysis of Categorical Data	4 units
	TBD	Foundations of Maternal, Child, and Adolescent Health Leadership	2 units
	choice	Elective Courses	3+ units
SECOND YEAR--Fall 14-16 units, Spring 14+ units			
fall	210E	Practicum in MCH Data Analysis I	3 units
	218B	Evaluation of Health and Social Programs	4 units
	TBD	TBD- Statistical/Data Analysis Course	4 units
	297	Public Health Field Placement	3 units
	choice	Elective Courses	2+ units
spring	210F	Practicum in MCH Data Analysis II	3 units
	299	Independent Study	1+ units
	choice	Elective Courses	8+ units

MINIMUM UNIT REQUIREMENT

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

MINIMUM GRADE

BREADTH REQUIREMENT

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

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

The purpose of the MCAH 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 MCAH 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 MCAH 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



1. COMMITTEE

Each student will have a Capstone chair, who will read the entire paper and provide detailed feedback. In some cases, the student may also have 1-2 additional members who will meet periodically with them to discuss the research question and findings and give advice on the project, but who might not read the entire paper.

2. TOPIC

The topic for the capstone project is the student's choice, based upon their interests. Students will *not* be allowed to pursue a descriptive study, such as a needs assessment, a qualitative study, or a mixed-methods study. Such studies, while valuable, do not provide students with the opportunity to exercise their analytic skills to the extent necessary for a master's degree.

3. DATA SET

Each student must identify and obtain a dataset that they can use for their research. This may be a publicly available dataset, data collected by SPH faculty or collaborators, or data from a job or summer internship, etc. All research activities for the capstone must be approved by the UC Berkeley Committee for the Protection of Human Subjects (CPHS) before activities begin.

4. MANUSCRIPT

The written portion of the capstone is structured as a standard prepublication manuscript. Approval of the Capstone manuscript is similar to the process of having an article accepted for publication.

5. ORAL PRESENTATION

In addition to submitting a written portion of the capstone to the Committee, the student will be required to give a final oral presentation of their research study and findings. The presentation component serves as the oral examination of the comprehensive exam.

Core MCAH Faculty



JULIANNA DEARDORFF, PhD

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

On sabbatical 2018-2019



BRENDA ESKENAZI, MA, PhD

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



KIM HARLEY, MPH, PhD

Dr. Harley is an Associate Adjunct Professor and the 2018-19 interim Program Head for the Maternal, Child and Adolescent Health Program. She is Director of the Wallace Center for MCH Research, and Associate Director of the Center for Environmental Research in Children’s Health (CERCH) at UC Berkeley. She is an epidemiologist whose research examines the impact of common hormone-disrupting chemicals, including pesticides on our food, flame retardants in our furniture, and chemicals found in plastics, on women’s reproductive health.

Interim Program Head 2018-2019

CASSONDRA MARSHALL, MPH, DrPH

Dr. Marshall is an Assistant Professor in Residence for the Maternal, Child and Adolescent Health Program. She is interested in the health of women of reproductive age. Her research has focused on identifying gaps in family planning and preconception care delivery and improving the quality of these services for women. She is also interested in health and health care disparities, patient-centered care, patient engagement, and translational research. Prior to joining the faculty at UC Berkeley, Dr. Marshall was a Postdoctoral Fellow at Kaiser Permanente Northern California Division of Research and received training in delivery science research. She has conducted studies related to women’s contraceptive decision-making, patient decision support tools, diabetes prevention among women of reproductive age, and cost sharing and contraceptive adherence. Dr. Marshall received her BA from Stanford University, her MPH from UCLA, and her DrPH from UC Berkeley.



NDOLA PRATA, MD, MSc

Dr. Prata, a physician and medical demographer, is a professor at UC Berkeley School of Public Health. She is affiliated with the MCAH Program, the DrPH Program and the Joint Medical Program. Dr. Prata is currently the Director of the Bixby Center for Population, Health and Sustainability in the School of Public Health, co-Director for Innovations for Youth, a campus-wide multidisciplinary research center, housed in the School of Public Health, and the co-Director for the University of California Institute for Global Health Center of Expertise on Women’s Health, Gender and Empowerment. Dr. Prata is also the co-director of the DrPH program at the School of Public Health.



Affiliated MCAH Faculty

ROBERT (NAP) HOSANG, MD, MPH, MBA

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



Emeriti Faculty



SYLVIA GUENDELMAN, LCSW, PhD

Dr Guendelman is Professor of the Graduate Division and Founder of the Wallace Center for Maternal and Child Health at the School of Public Health. She currently advises students in the Maternal, Child and Adolescent Health Program and chairs several MCAH capstone projects. Funded by Packard Foundation, she currently leads a study for the Wallace Center examining Google search behaviors on family planning in the US and selected states. Sylvia is also involved in a study of the multiple determinants of preterm labor and preterm birth among women in San Francisco and a binational study of access to care for undocumented immigrants in Mexico and the US. She currently consults for John Snow International on a project on digital health use by mothers and pregnant women. Additionally, she serves on the UC Task Force for the California Health Benefits Review Program (CHBRP) in the analyses of health bills; is member of the California chapter of the March of Dimes MCH committee, and is on the editorial board of the Maternal and Child Health Journal.



CHERI PIES, MSW, DrPH

Dr. Pies is the former Director of the Center of Excellence in Maternal and Child Health and the current Principal Investigator on the Best Babies Zone Initiative. She received her MSW from Boston University, and her MPH in Maternal and Child Health and DrPH in Community Health Education from UC Berkeley. Prior to joining the School of Public Health, Dr. Pies was Director of Family, Maternal, and Child Health Programs for the Contra Costa County Health Services Department, where she was responsible for overseeing a broad range of programs, projects, and staff designed to improve and promote the health of women, children, adolescents, and families. In her current role as Principal Investigator on the Best Babies Zone Initiative, she leads a multi-site, multisector project funded by the W. K. Kellogg Foundation which is aimed at reducing infant mortality through community transformation.

On leave 2018-2019



MALCOLM POTTS, MB, BChir, PhD, FRCOG

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

Postdoctoral Fellows

REBECCA RENO, MA, MSW, PhD

Dr. Reno is a Maternal and Child Health Bureau Postdoctoral Training Fellow. She has an MSW and PhD in social work from The Ohio State University, and a MA in education policy. Her research agenda is focused on bi-directional translational research, including the development and evaluation of culturally grounded interventions to address social and structural determinants of health contributing to disparate birth outcomes. Reno has clinical experience working with low-income, pregnant women of color, and extensive, interdisciplinary research experience related to understanding and addressing maternal and child health outcomes as a consequence of racial oppression and social injustice.



CHRISTIANA VON HIPPEL, ScD, MPH

Dr. von Hippel is a Postdoctoral Fellow with the Wallace Center and the Center of Excellence in Maternal, Child and Adolescent Health. She earned her doctorate in Social Epidemiology from the Harvard T. H. Chan School of Public Health and her MPH from Indiana University Bloomington School of Public Health. Dr. von Hippel studies how diverse communities of women innovate to solve their own sexual and reproductive health problems when interventions designed by health professionals are inaccessible or insufficient to meet their needs. Her current research explores how women's health-promoting innovation can be supported through increased access to digital health technologies and peer-to-peer collaboration in online communities.



JORDYN TINKA WALLENBORN, PhD

Dr. Wallenborn is a Maternal and Child Health Bureau Postdoctoral Training Fellow. She has an MPH from North Dakota State University and a PhD in epidemiology from Virginia Commonwealth University. Her research primarily focuses on perinatal health including breastfeeding, contraception utilization, and mental health. Her research agenda focuses on causal pathways and identifying novel, translational targets for intervention development. Wallenborn has experience working with underserved populations both nationally and internationally.





MCAH Staff

MARISSA MCKOOL, MPH
MCAH Program Assistant Director

Marissa McKool is the Assistant Director the Center of Excellence in Maternal, Child, and Adolescent Health (MCAH), a training center for graduate and continuing education in MCAH research and practice. Marissa administers and oversees all program and training activities including academic programs, workforce education, program evaluation, grant management and reporting, external communications, and professional development. Marissa completed her MPH at Emory University in Global Health with a focus on Sexual, Reproductive Health, and Population Studies and obtained a graduate certificate in Injury and Violence Prevention. In her free time Marissa enjoys hiking, working out, eating healthy, and taking her German Shepard on adventures.



DIANA STASKO
MCAH Program Assistant

A Bay Area native, Diana Stasko graduated from CSU Chico with a degree in fine art, and completed an AA in multimedia at Berkeley City College. In her position with UC Berkeley's Center of Excellence in Maternal, Child and Adolescent Health, she combines her passions for communication design and women's health to illuminate and celebrate the research, events and accomplishments of the program. In her free time she enjoys bike commuting, kayaking, sewing, playing music and writing.

