

# Maternal, Child and Adolescent Health

## 2020-21 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](http://mcah.berkeley.edu)

## MAILING ADDRESS

Maternal, Child, and Adolescent Health Program  
School of Public Health, UC Berkeley  
2121 Berkeley Way #5302  
Berkeley, CA 94720-7360

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 [click here](#).

For more information about the MCH Training Grantee Network please [click here](#).

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

All courses have a PB HLTH prefix.

REQUIRED COURSES			
summer	142	Introduction to Biostatistics*	4 units
	250A	Epidemiologic Methods I*	3 units
	<b>TOTAL</b>		<b>7 units</b>
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
	210J	Maternal, Child, and Adolescent Health Journal Club	2 units
	choice	Elective Courses	
<b>TOTAL</b>		<b>16-18 units</b>	
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
<b>TOTAL</b>		<b>16-18 units</b>	

\*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.

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.

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
	<b>TOTAL UNITS</b>		<b>7</b>		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	<b>TOTAL UNITS</b>		<b>16-18</b>	
	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.			
	210J	Maternal, Child, and Adolescent Health Journal Club	2 units	To view electives that may be of interest, please see our <a href="#">UC Berkeley Elective List for MCAH Students</a> .			
	245	Introduction to Multivariate Statistics	4 units				
	choice	Elective Courses	2+ units				
<b>TOTAL UNITS</b>		<b>16-18</b>					

## 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](http://summer.berkeley.edu)

One-year program students who plan to take the exemption exam(s) for Introduction to Biostatistics or Epidemiologic Methods I should still plan to complete at least four course units during Summer Sessions. Students 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.

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: For the MSW/MPH Curriculum, please refer to the [School of Social Welfare webpage](#). Modifications in program requirements and course offerings may occur from year to year.

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 I	3 units
spring	210J	Maternal, Child, and Adolescent Health Journal Club	2 units
	210K	Foundations of Maternal, Child, and Adolescent Health Leadership	2 units
	210F	Practicum in MCH Data Analysis II	3 units
	299	Independent Research	1+ units
METHODS OF MEASUREMENT AND ANALYSIS (at least one of the following)			
fall	242C	Longitudinal Data Analysis	4 units
	245	Introduction to Multivariate Statistics	4 units
spring	241	Statistical Analysis of Categorical Data	4 units

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	207A	Maternal and Child Nutrition	2-3 units
	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 offered every year

For electives that may be of interest but not offered in the MCAH program, please see our [UC Berkeley Elective List for MCAH Students](#).

## 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
	210J	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
	210K	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
	245	Introduction to Multivariate Statistics	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

FACULTY PROFILES

### 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.



### KIM HARLEY, MPH, PhD

Dr. Harley is an Associate Adjunct Professor of 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.



### CASSONDRRA 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.



## Core MCAH Faculty *continued*

FACULTY PROFILES



**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.



**JASPAL SANDHU PhD, MS**

Jaspal Sandhu teaches in the Division of Community Health Sciences in the School of Public Health. Since 2016, he has been the lead faculty for the Fung Fellowship for Wellness and Technology Innovations. He is co-founder and managing partner at the Gobe Group, a social innovation and design consultancy that works globally and in the US. At Gobe, he manages the health portfolio, which encompasses public health and healthcare, and leads design efforts across sectors.

## Emeriti and Affiliated Faculty

**PATIENCE AFULANI MBChB, MPH, PhD**

Dr. Afulani is Assistant Professor, Epidemiology & Biostatistics at UCSF School of Medicine. She conducts research on the social and health system factors underlying disparities in reproductive, maternal, neonatal, and child health (RMNCH). Her research has extended the evidence on how RMNCH outcomes are shaped by quality of care in health facilities as well as by social determinants. In addition, she has contributed to improved measurement of person-centered reproductive health care, and to the development of evidence-based interventions to improve RMNCH outcomes and reduce disparities.



**BRENDA ESKENAZI, MA, PhD**

*Emerita*

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.



**LIA C. HASKIN FERNALD PhD, MBA**

Dr. Fernald's work has focused primarily on how inequalities in socio-economic position contribute to growth and developmental outcomes in mothers, infants and children, and on how interventions can address socio-economic and health disparities. Much of her work for the past decade has centered on looking at the effects of interventions (e.g. conditional cash transfer programs, parenting programs, microcredit interventions, and community-based nutrition interventions) on child development and maternal mental health, particularly focused on low and middle-income countries. She recently worked with a team of authors to write a review for The Lancet about strategies to address poor development among infants and children in low and middle-income countries.





## Emeriti and Affiliated Faculty *continued*



ANU MANCHIKANTI GÓMEZ PhD, MSc

Dr. Gómez is an Associate Professor and Director of the Sexual Health and Reproductive Equity Program in the School of Social Welfare. She received her PhD in Maternal and Child Health from the University of North Carolina at Chapel Hill. For nearly 20 years, she has worked as a health equity researcher with a focus on reproduction and sexuality throughout the life course. She has conducted research both in the US and globally on diverse topics, including contraceptive use, abortion, HIV prevention, gender equity, transgender health and violence against women and children. Her current research focuses on three areas: the measurement and meaning of pregnancy planning; understanding contraceptive decision-making within social, relational and structural contexts; and evaluating the impact of and evidence base for policies related to maternal and reproductive health.



SYLVIA GUENDELMAN, LCSW, PhD

*Emerita*

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. 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.



BARBARA LARAIA PhD, MPH, RD

Dr. Laraia is the Director of the Public Health Nutrition MCH Training Program at the School of Public Health. MCAH students with interests in MCAH nutrition are encouraged to connect with Dr. Laraia. Her research focuses on the influence of contextual level effects on dietary intake, cardiometabolic risk factors and pregnancy outcomes, especially among vulnerable populations. Contextual level effects refer to the household food environment, namely household food insecurity, as well as the neighborhood or built environment measured as one's food, physical activity and social environment. Her research focus populations are pregnant women, children, and adults with diabetes. Her research includes survey research, direct observation of neighborhood attributes, data collection using anthropometric, questionnaire, and a number of dietary intake approaches.

CHERI PIES, MSW, DrPH

*On leave 2021-22*



Dr. Pies is the former Director of the Center of Excellence in Maternal and Child Health and 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 role as Principal Investigator on the Best Babies Zone Initiative, she led a multi-site, multisector project funded by the W. K. Kellogg Foundation aimed at reducing infant mortality through community transformation.

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.



DILYS WALKER, MD

Dr. Walker works jointly in the Obstetrics and Gynecology and Global Health Sciences Departments at UCSF. Dr. Walker is also affiliate faculty in the Department of Global Health at the University of Washington in Seattle, where she was Associate Director for the Center for Global Women Adolescent and Child Health. Dilys is also a visiting Professor in Reproductive Health at the National Institute of Public Health in Mexico, where she worked from 1998- 2009. Dr. Walker and her team developed a novel approach to emergency obstetric training, PRONTO, using highly-realistic low-cost simulation and team training to improve both obstetric and neonatal outcomes. Dr. Walker is president and co-founder of PRONTO International, an NGO dedicated to making birth safer for mothers, infants and their providers. Dr. Walker collaborates with partners in Mexico, Guatemala and Kenya. She is collaborating with Care India on a mentor training program using simulation and team-training for midwives throughout the state of Bihar, India.



## MCAH Staff

STAFF PROFILES

TBD  
MCAH Program Assistant Director



DIANA STASKO  
MCAH Program Assistant

She/her

An Oakland 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, community organizing, sewing, playing guitar and writing.

