

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 12/13/2013

1b. Department/Division: Academic Affairs

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Lorie Chesnut

Email: lorie.chesnut@uky.edu

Phone: 218-2226

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 715

2c. Full Title: Perinatal Epidemiology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will equip participants with basic skills in the field of perinatal epidemiology and its application in the field of Maternal and Child Health. Students will work with birth and death data using SAS, SPSS or STATA to gain experience in secondary data analysis; from initial data base organization and cleaning through descriptive analysis and interpretation of the content. Topics such as proper data coding, the use of prenatal indices and an introduction to data linkage will be included.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 715 NEW College Review|20131209

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 715 NEW Graduate Council Review|20131216

NEW COURSE FORM

1. General Information				
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>08/25/13</u>	
b.	Department/Division: <u>Epidemiology</u>			
c.	Contact person name: <u>Lorie Wayne Chesnut</u>	Email: <u>Lorie.chesnut@uky.edu</u>	Phone:	<u>218-2226</u>
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹	_____
2. Designation and Description of Proposed Course				
a.	Prefix and Number: <u>CPH 715</u>			
b.	Full Title: <u>Perinatal Epidemiology</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>45</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	This course will equip participants with basic skills in the field of perinatal epidemiology and its application in the field of Maternal and Child Health. Students will work with birth and death data using SAS, SPSS or STATA to gain experience in secondary data analysis; from initial data base organization and cleaning through descriptive analysis and interpretation of the content. Topics such as proper data coding, the use of prenatal indices and an introduction to data linkage will be included.		
j.	Prerequisites, if any: <u>none</u>			
k.	Will this course be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Frequency of Course Offering				
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

NEW COURSE FORM

¹Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

²The chair of the cross-listing department must sign off on the Signature Routing Log.

³In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴You must *also* submit the Distance Learning Form in order for the proposed course to be considered DL delivery.

	If NO, explain: _____	
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
6.	What enrollment (per section per semester) may reasonably be expected?	<u>15 students</u>
7.	Anticipated Student Demand	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, explain: <u>Students in other schools such as Nursing may also be interested in this class. It is not taught anywhere else on campus.</u>	
8.	Check the category most applicable to this course:	
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established	
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s)	
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____	
10.	Information to be Placed on Syllabus	
a.	Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and /or (ii) Establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)	
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from 10.a above) are attached.	NO <input type="checkbox"/>

NEW COURSE FORM

⁵In order to change a program, a program change form must also be submitted.

Signature Routing Log

To Be Added by Academic Affairs prior to submission to HCCC

UNIVERSITY OF KENTUCKY COLLEGE OF PUBLIC HEALTH**Course Syllabus****Perinatal Epidemiology****CPH 715 ~ Fall 2013****Room: CPH 202, Thursdays 6:00 – 8:30 p.m.**

Contact information

Instructor: Lorie Wayne Chesnut, MPH, DrPH
111 Washington Street, Room 209C
Telephone: 859-218-2226 (office)
E-mail: lorie.chesnut@uky.edu

Appointments: Monday – Friday by appointment only

Course description

This course will equip participants with basic skills in the field of perinatal epidemiology and its application in the field of Maternal and Child Health. Students will work with birth and death data using SAS, SPSS or STATA to gain experience in secondary data analysis; from initial data base organization and cleaning through descriptive analysis and interpretation of the content. Topics such as proper data coding, the use of prenatal indices and an introduction to data linkage will be included.

Course rationale:

While birth outcomes for women nationally and internationally are generally improving, too many women continue to experience disparate outcomes, particularly those who are poor, who lack adequate access to prenatal care and for whom high-risk neonatal intensive care units (NICU's) and follow-up care are not available. This course will prepare students who are interested in understanding and exploring why morbidity and mortality occur, providing them with both basic clinical knowledge and epidemiologic understanding of key topics.

Course prerequisites

Completion of CPH 605 (Epidemiology) is strongly advised but not required.

Course objectives and Student Learning Outcomes

Students will have increased knowledge in and be able to describe:

1. Key topics relevant to the field of perinatal epidemiology
2. Terminology used in the field of perinatal research
3. Measurement issues and challenges experienced by perinatal epidemiologists
4. Available indices and analytic methods
5. The Title V MCH Block Grant and how it impacts the field of state-level perinatal outcomes.
6. Demographic, socioeconomic, health behaviors and chronic health conditions which may be precursors to morbidity and mortality.
7. Newborn immaturity and its impact on morbidity and mortality.
8. Programming and policy initiatives designed to impact the field of perinatal health.

Maternal and Child Health & Public Health Competencies

Three separate competency resources will be utilized for this course. They are the UK CPH Public Health Competencies (MPH), the ATMCH Maternal and Child Health Competencies (MCH) and the Maternal and Child Health Bureau Maternal and Child Health Leadership (MCH Leadership) Competencies.

Learning Objectives	Related Competencies
Describe qualitative and quantitative methods and data sources for monitoring and assessing program performance in achieving policy goals and influencing health outcomes, and identifying current issues.	MCH (B.3-B.5, B.7, B.9, B.11-B12) MPH (C.1-C.3, C.6-C7, C.9, F.8) MCH Leadership (1.1-1.2, 4.1-4.2)
Demonstrate the ability to interpret MCH data and to communicate results to a wide variety of constituents and policy-makers.	MCH (C.12, C.16) MPH (C.4, C.8, F.8, F.10) MCH Leadership (5.1-5.2, 5.6-5.7, 12.1-12.8)
Comprehend and discuss basic ethical principles and other issues pertaining to the collection, maintenance, use and dissemination of epidemiologic data for the MCH population.	MPH (C.5, C.10, F.1, F.5)
<p>Maternal and Child Health (MCH) Competencies - Association of Teachers of Maternal and Child Health. (February, 2001) UK CPH MPH Core Competencies: http://www.uky.edu/publichealth/academics/masters-programs/master-public-health/core-competencies (Accessed September, 2013) Maternal and Child Health Leadership Competencies, Version 3.0. (June, 2009)</p>	

Textbooks and Software

There is no required textbook for this course.

However, if the student wishes to learn more about perinatal epidemiology, the following book is recommended: **Perinatal Epidemiology for Public Health Practice** by Melissa M. Adams, Greg R. Alexander, Russell S. Kirby and Martha Slay Wingate (Springer).

Another recommended book is **Demographic methods and concepts** by Donald T. Rowland (Oxford University Press). This is an excellent resource for students of demography, which is the statistical study of human populations, considered to be a basis for understanding maternal and child health topics and issues.

Students may also consider purchasing a used copy of one or both of these texts, available at a reduced price on Amazon.

Students will need some basic knowledge of SAS to complete the homework for the course. Students should download a copy of SAS (if they have not already done so) from the SSTARS Center at the Young Library. <http://www.uky.edu/ComputingCenter/SSTARS/>

Course Evaluation

Course grades will be based upon evaluation of the following activities:

Class Participation, Assignments, Tests	Points	%
Class Participation	100	10%
Paper Review and Class Discussion (1)	200	20%
Data Skills Homework Assignments (6 total)	450	45%
Take Home Final Exam	250	25%
Total Possible Points	1000	100%

GRADING SCALE

90% and above Superior	A
80-89.9%: Satisfactory	B
70-79.9%: Marginal	C
Below 70%	E

Homework Assignments and Final Exam

Readings and lectures will be posted on Blackboard under “Content”. Details about homework assignments are available on Blackboard under “Assignments”.

Homework Assignments will consist of *data skills exercises* that provide you with the opportunity for hands-on experience using methods and techniques that we learn in class. These will be practical – giving you experience with real problems faced by perinatal epidemiologists at the state health department level and helping to prepare you for your future Capstone project. You may work on them with other students *but we expect you to submit your own work*. You may either email me your assignment or hand it in personally during class.

Topic Description for Data Skills Exercises	Assigned	Due	# of Weeks to Complete
1. Demography: Basic Demographic Skills Exercises (Rowland) (50 points)	9/5	9/12	1
2. About Your State (25 points)	9/12	9/19	1
3. Basic Birth Data Cleanup – cleaning & frequencies/descriptive epi (125 points)	9/19	10/10	3
4. Kotelchuck and R-GINDEX in SAS (75 points)	10/10	10/24	2
5. Birth Outcomes Analysis (75 points)	10/24	11/07	2
6. Chi Squares and T-Tests for Differences (100 points)	11/07	12/5	4

Please make sure that you have access to either SAS, SPSS or STATA Analytic Software. Exercises beginning around mid-October will require SAS or SPSS (or another, similar analytic software).

You will also complete *one paper review and then lead the class in a discussion about this paper*. Selecting your article from those provided by the instructor (see readings provided on the last page of this syllabus), you will present your paper review beginning at approximately 7:30 p.m. on the assigned day with a short class discussion to follow. Your PowerPoint presentation along with a 3-page summary of your review should be turned in on the day of your presentation with copies of your PowerPoint for each student. More details provided under “Assignments” in Blackboard.

The *final exam* will be a take-home exam with a mix of essay questions, true/false and multiple choice and short answer questions. You will also have a *data set to analyze* for the final exam. **It will be available on Thursday, December 5th after class and will be due no later than midnight on Thursday, December 12th.** Please send me your exam *electronically*.

Instructor expectations

1. We expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. We expect cell phones to be turned off and put away completely during class sessions. **Cell phone use and texting during class is disrespectful to the instructors and disruptive to other students. Turn them off and put them away.**
3. We expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
4. We expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
5. We expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. We expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. We expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. We require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic Integrity

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

We will accept late homework assignments **only** under extenuating circumstances and if approved in advanced. Students turning in late work will not receive full credit. Exams will not be accepted late nor will the final project paper.

Excused absences policy

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php.

Weekly Lectures/Topics/Speakers*

Class Number	Date	Topic	Speaker(s)
1	8/29	<i>Class Intro:</i> Introductions, MCH LifeCourse Theory, Pregnancy Intention	Chesnut
2	9/5	Demography Basics: Fertility, Fecundity, Population Growth and Decline	Chesnut
3	9/12	Infertility, Preconception, Prenatal Care (DS Assignment #1 Due)	Guest Speaker – Dr. Connie White
4	9/19	Measuring Prenatal Care and Intro to Assisted Reproductive Technology (ART) (DS Assignment #2 Due)	Chesnut
5	9/26	Maternal Morbidity and Mortality: An Epidemiological Perspective	Chesnut
6	10/3	Clinical Aspects of Maternal Morbidity and Mortality (continued)	Guest Speaker – Dr. Laura Meints
7	10/10	Newborn Development and the Impact of Environmental Exposures (DS Assignment #3 Due)	Chesnut
8	10/17	Congenital Anomalies	Guest Speaker – Dr. Bryan D. Hall
9	10/24	Newborn Immaturity: Gestational Age and Preterm Birth (DS Assignment #4 Due)	Chesnut
10	10/31	Newborn Immaturity: Low Birthweight and Small for Gestational Age	Chesnut
11	11/7	Newborn Screening: Metabolic and Hearing (DS Assignment #5 Due)	Chesnut
12	11/14	Mortality: Fetal and Neonatal Death	Chesnut
13	11/21	Mortality: Postneonatal Death	Guest Speaker – Dr. Joyce M. Robl
14	12/5	Mortality: Intentional and Unintentional Injuries (DS Assignment #6 Due)	Guest Speaker - Michael Singleton
15	12/12	<i>Final Exam Week - No Class</i> (Take-Home Exam Due at Midnight)	

Week	Required Readings and Resources**
1	Welcome – no readings assigned
2	Lu MC, Kotelchuck M, Hogan V, Jones L, Wright K, Halfon N. (2010). Closing the Black-White Gap in Birth Outcomes: A Life-Course Approach. <i>Ethnicity & Disease</i> . 20:S262-S276
3	Partridge S., Balayla J, Holcroft CA, Abenheim HA. (2012). Inadequate prenatal care utilization and risks of infant mortality and poor birth outcomes: a retrospective analysis of 28,729,765 U.S. deliveries over 8 years. <i>Am J Perinatol</i> . 29(10):787-93.
4	Martin JA, Hamilton BE, Osterman MJK. (2012). Three Decades of Twin Births in the United States, 1980-2009. NCHS Data Brief. No. 80. Resources: Alexander GR and Kotelchuck M. (1996). Quantifying the Adequacy of Prenatal Care: A Comparison of Indices. <i>Public Health Reports</i> . 111:408-418.
5	*Cnattingius S, Villamor E., Johansson S., Bonamy AE, Persson M, Wikström A, Granath F. (2013). Maternal Obesity and Risk of Preterm Delivery. <i>JAMA</i>. 309(22): 2362-2370
6	*Orr ST, Orr CA, James SA, Blazer DG. (2012). Life satisfaction and preterm birth among urban black women: findings from the Baltimore preterm birth study. <i>Ann Epidemiol</i>. 22(11) 759-63. Shufaro Y and Schenker JG. (2012). Pregnancies beyond the human biological fecundity. <i>Women's Health</i> . 8(1):49-55.
7	*Shaw RJ and Pickett KE. (2013). The Health Benefits of Hispanic Communities for Non-Hispanic Mothers and Infants: Another Hispanic Paradox. <i>American Journal of Public Health</i>. 103(6)1052-1057
8	*Boulet SL, Shin M, Kirby RS, Goodman D, Correa A. (2011). Sensitivity of Birth Certificate Reports of Birth Defects in Atlanta, 1995-2005: Effects of Maternal, Infant, and Hospital Characteristics. <i>Public Health Reports</i> 126 (186-194).
9	*Crump C., Sundquist K, Winkleby MA, Sundquist J. (2013). Early-term Birth (37-38 Weeks) and Mortality in Young Adulthood. <i>Epidemiology</i>. 24:270-276.
10	*Collins JW, David RJ, Handler A, Wall S, Andes S. (2004). Very Low Birthweight in African American Infants: The Role of Maternal Exposure to Interpersonal Racial Discrimination. <i>Am J Public Health</i>. 94:2132-2138. Resources: Sariyar U, Tin W., Hey E. (1997). Gestational assessment assessed. <i>Archives of Disease in Childhood</i> . 77:F216-F220.
11	*Kochilas LK, Lohr JL, Bruhn E, Borman-Shoap E, Gams BL, Pylipow M, Saarinen A, Gaviglio A, Thompson TR. (2013). Implementation of Critical Congenital Heart Disease Screening in Minnesota. <i>Pediatrics</i>. e587-e594
12	*EagleStaff MA, Klug MG, Burd L. (2006). Infant Mortality Reviews in the Aberdeen Area of the Indian Health Service: Strategies and Outcomes. <i>Public Health Reports</i>. 121:140-148 Kirby RS. (1993). Neonatal and Postneonatal Mortality: Useful Constructs of Outdated Concepts? <i>Journal of Perinatology</i> . 13(6):433-441.
13	*Collins SA, Surmala P, Osborne G, Greenberg C., Bathory LW, Edmunds-Potvin S., Arbour L. (2012). Causes and risk factors for infant mortality in Nunavet, Canada 1999-2011. <i>BMC Pediatrics</i>. 12:190 Duke CW, Correa A., Romitti PA, Martin J, Kirby RS. (2009). Challenges and Priorities for Surveillance of Stillbirths: A Report on Two Workshops. <i>Public Health Reports</i> . 124:652-659.
14	*Ray KN and Lorch SA. (2012). Hospitalization of Rural and Urban Infants During the First Year of Life. <i>Pediatrics</i>. 130:1084.
15	No class – finals week

* Student Presentations (but **all must read** to participate in the discussion).

** Resources are not required reading but are highly recommended.