Course Syllabus

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Course Code: HON 211G

Course Title: Introduction to Statistics for Midwives

Credits: 3.0

Course Description: This course provides midwifery students with the basic statistical skills needed to interpret scientific studies. Students will learn the fundamentals of the scientific method and implementation of research studies, an overview of commonly applied statistical methods used in health research, practice analyzing actual birth-related studies and exposure to basic calculation of descriptive statistics. Students also look at ethical and political issues around how statistics are gathered and calculated, the process involved in the creation of clinical studies and how results from these are applied to maternity care.

Learning Objectives

Learning objectives are identified through the linking of MEAC Essential Competencies and the NCM Degree Qualification Profile.

Learning Activities

Read, listen to, watch assigned lesson materials.
Submit a written summary of current research.
Complete oral and/or written formative didactic assessments with final summative
submission.
Identify and cite high-quality sources.
Use articulated reasoning while participating in an oral presentation, facilitated
discussions and skills demonstrations.
Analyze a case study.
Explain trends, relationships, and/or change.
Optional: Develop a study aid.
Complete a final exam.

Note: The clinical requirement of NARM /Clinical Skills is completed at any time throughout the ASM apprenticeship during actual clinical practice and is NOT a requirement to complete this academic course. Typical clinical manifestations of knowledge learned in this course are identified in the learning objective document above.

Learning Materials / Resources:

Please use textbooks less than 5 years old or the most recent edition.

1. **Cluett, Elizabeth R., Bluff, Rosalind. Principles and Practice of Research in Midwifery. 2nd edition. Churchill Livingstone. 2006.**   **(http://www.worldcat.org/title/principles-and-practice-of-research-in-**

midwifery/oclc/64742752/editions?editionsView=true&referer=br)

Please see attached resources that are specific to course assignments:

Part I: Please use documents entitled:

- **Definitions** 📄
- **Introduction to the scientific method** 📄
- **L. Cheney Lab 1** 📄

Part II: Please use documents entitled:

- **Murphy, Patricia Aikins, and Albers, Sarah L. Evaluation of Research Studies. J. of Nurse Midwifery. Vol 37, No. 4. 1992.** 📄
- **Flint, Caroline. The Know Your Midwife Scheme.** 📄

Part III: Please use the documents entitled:

- **Mehl-Madrona, Lewis and Morgaine. Physician and Midwife-Attended Home Births. J. of Nurse Midwifery. Vol 42, No. 2. 1997.** 📄
- **Cheyney Definitions-Mortality Statistics** 📄
- **Induction, Misoprostol Controversy** 📄
- **Planned Home Births in BC, Janssen** 📄
- **Washington State Planned (Pang)** 📄
- **Care Practices that Promote Normal Birth 2004** 📄 (Gaskin Commentary)

Part IV: Please use the documents entitled:

- **Cheyney Spreadsheet** 📄
- **CMSC-MANA Stats Form2.** 📄

Other recommended reading:

2. **Bland, Martin. An Introduction to Medical Statistics, 4rd edition. Oxford: Oxford University Press. 2015.** **(http://www.worldcat.org/title/introduction-to-medical-statistics/oclc/961899767?ht=edition&referer=br)**

5. **Fowler, J., P. Jarvis and M. Chevannes. Practical Statistics for Nursing and Health Care. NY: John Wiley and Sons, Ltd. 2013.** **(http://www.worldcat.org/title/practical-statistics-for-nursing-and-health-care/oclc/966299748/editions?editionsView=true&referer=br)**

6. **Gaskin, Ina May. Ina May's Guide to Childbirth. NY: Bantam Books. 2012.** **(http://www.worldcat.org/title/ina-mays-guide-to-childbirth/oclc/826306709?referer=br&ht=edition)** Pp. 211-214. "The Prostaglandins."

7. **Zeiger, Mimi. Essentials of Writing Biomedical Research Papers. NY: McGrawHill. 2000.** **(http://www.worldcat.org/title/essentials-of-writing-biomedical-research-papers/oclc/699159115/editions?editionsView=true&referer=br)**

Web resources

8. Midwives Alliance of North America Division of Research

http://www.mana.org/statform.html

9. MANA statistics Project Homepage: https://www.manastats.org

10. National Centers for Health Statistics 2002 report:

http://www.cdc.gov/nchs/data/nvsr/nvsr50/nvsr50_05.pdf

11. MEAC Abbreviated NARM Skills Form (Links to an external site.)
(http://www.midwiferycollege.org/AcademicProgram/Downloads/ASM/Clinical/Form-NARMSkills.pdf)

12. **MEAC Core Competencies for Midwives (Links to an external site.)** (http://meacschools.org/wp-content/uploads/2014/12/Curriculum-Checklist-of-Essential-Competencies-rev-2014.pdf)

13. **Midwives Model of Care® (Links to an external site.)** (http://cfmidwifery.org/mmoc/define.aspx) .

14. Students must find 1 article/study less than 5 years old. Recommended internet links as needed for latest developments in midwifery care:

- The Cochrane Collaboration **(http://www.cochrane.org/)**
- EBSCO **(http://ejournals.ebsco.com/login.asp?bCookiesEnabled=TRUE)**
- National Library of Medicine **(https://www.nlm.nih.gov/)**
- PubMed **(https://www.ncbi.nlm.nih.gov/pubmed/)**
- ScienceDirect **(http://www.sciencedirect.com/)**
- Medscape **(http://www.medscape.com/womenshealth)**
- World Health Organization **(http://www.who.int/en/)**

Course Bibliography of Recommended Readings:

1. Albers, L., and P. A. Murphy. Evaluation of Research Studies. Part III: Statistical Significance Testing. Journal of Nurse-Midwifery 38: 51-53. (course packet)

2. Bland, Martin. An Introduction to Medical Statistics, 3rd edition. Oxford: Oxford University Press.

3. Cheyney, Melissa. Practice Laboratory. Part I: Fundamentals of the Scientific Method and the Implementation of Research Agendas. Course Packet for Introduction to Statistics for Midwives. National College of Midwifery. Taos, New Mexico.

4. Part IV: Some Notes on Spreadsheet Use, Commonly Cited Maternal and Infant Health Variables, and the Calculation of Descriptive Statistics. Course Packet for Introduction to Statistics for Midwives. National College of Midwifery. Taos, New Mexico.

5. Fowler, J., P. Jarvis and M. Chevannes. Practical Statistics for Nursing and Health Care. NY: John Wiley and Sons, Ltd.

6. Gaskin, Ina May. Ina May's Guide to Childbirth. NY: Bantam Books. Pp. 211-214. "The Prostaglandins."

7. Goldberg, A. and D. Wing. Induction of Labor: The Misoprostol Controversy. Journal of Midwifery and Women's Health 48(4):244-248. (course packet)

8. Janssen, P. et al. Outcomes of planned home births versus planned hospital births after regulation of midwifery in British Columbia. Canadian Journal of Midwifery 166(3):315-323. (course packet)

9. Mehl-Madrona, L. and M. Madrona. Physician and midwife-attended home births: Effects of breech, twin and post-dates outcome data on mortality rates. Journal of Nurse-Midwifery 42(2):91-98. (course packet)

10. Murphy, P. A. and L. Albers. Evaluation of Research Studies. Part I: Randomized Trials. Journal of Nurse-Midwifery 37:287-290. (course packet)

11. Murphy, P. A. and L. Albers. Evaluation of Research Studies. Part II: Observational Studies. Journal of Nurse-Midwifery 37:411-413. (course packet)

12. Pang, J. et al. Outcomes of Planned Home Births in Washington State: 1989-1996. Obstetrics and Gynecology 100(2):253-259. (course packet)

13. Zeiger, Mimi. Essentials of Writing Biomedical Research Papers. NY: McGraw-Hill. Web Resources:

14. Flint, C. and P. Poulengeris. The 'Know Your Midwife' Report. London: Caroline Flint. Available at: http://www.birthcentre.com/essays/the_know_your_midwife_scheme_2.htm (course packet)

15. Midwives Alliance of North America Statistics Form: http://www.mana.org/statform.html (course packet)

16. National Centers for Health Statistics 2002 report: http://www.cdc.gov/nchs/data/nvsr/nvsr50/nvsr50_05.pdf

17. Oregon Vital Statistics Website Definitions Page: http://www.oregonlaws.org/ors/2007/432.005

18. Prenatal Testing Guide: http://www.babycenter.com/prenatal-tests

19. Scientific Method: http://teacher.nsrl.rochester.edu/phy_labs/AppendixE/AppendixE.html (course packet)

20. http://physics.ucr.edu/~wudka/Physics7/Notes_www/node5.html

21. http://home.xnet.com/~blatura/skep_1.html (This link no longer exists, but students may look up resources for skeptics of scientific method)

Evaluation Tools / Methods:

The minimum passing grade for all courses is a cumulative 70% / C-. Grades are not recorded until both the student and preceptor submit end of trimester evaluations and in the case of general education courses supervision is completed

All assignments for this course are evaluated using the following criteria:

1. *Responses to each didactic assessment are evaluated utilizing the NCM rubrics and degree level profile.*
2. *Answers should reflect a thorough review of the current literature regarding best current practices in midwifery care.*
3. *Non-plagiarized paraphrased answers from the text which demonstrate appropriate comprehension of the learning objective. (Formative Assessment) Students and preceptors are encouraged to work*

together until the student masters the information. *(Summative Assessment)*

4. *Random evaluation of cited sources and page numbers for each written assignment.*

Course credit: One Academic credit equals approximately 15 hours of formal time plus 30 hours of additional study or homework. Formal time is defined as the amount of time taken to answer the Learning Objectives to the level of 80% for midwifery courses and 70% for general education courses and to complete any learning activities to the preceptor's satisfaction, including any time spent face to face with the preceptor. Informal time includes any time spent actively reading relevant sources and textbook/s, researching Learning Objectives, and studying for examinations.

Course Summary:

| Date	Details	
Tue Jul 25, 2017	📅 **Office Hours** (https://ncm.instructure.com/calendar?event_id=112&include_contexts=course_131)	8am to 9am
	📝 **A Note on Community Building Activities** (https://ncm.instructure.com/courses/131/assignments/5503)	
	📝 **Community Diagnosis** (https://ncm.instructure.com/courses/131/assignments/5870)	
	📝 **Epidemiology** (https://ncm.instructure.com/courses/131/assignments/5868)	
	📝 **Exams and Quizzes** (https://ncm.instructure.com/courses/131/assignments/5504)	
	📝 **For Fun: Critical Look at Statistics** (https://ncm.instructure.com/courses/131/assignments/5843)	
	📝 **HON211G-001 - Define the Scientific Method.** (https://ncm.instructure.com/courses/131/assignments/5395)	
	📝 **HON211G-002 - List and describe the four main steps of the scientific method.** (https://ncm.instructure.com/courses/131/assignments/5396)	
	📝 **HON211G-003 - Explain the importance of the predictive powers of hypotheses or theories in the scientific method.** (https://ncm.instructure.com/courses/131/assignments/5397)	
	📝 **HON211G-004 - Explain the difference between hypotheses, theories, models, laws, faith, and facts. Explain how some of these terms have been misapplied in popular usage.** (https://ncm.instructure.com/courses/131/assignments/5398)	
	📝 **HON211G-005 - Explain the importance of repeatability in the scientific method.** (https://ncm.instructure.com/courses/131/assignments/5400)	
	📝 **HON211G-006 - Explain why scientists argue that theories must be falsifiable. Provide one example of a theory that is falsifiable. Provide an example of one that is not falsifiable.** (https://ncm.instructure.com/courses/131/assignments/5401)	

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	HON211G-007 - Explain the difference between laws of nature and moral laws. Why is the conflation of these categories considered problematic by scientists? (https://ncm.instructure.com/courses/131/assignments/5402)
	HON211G-008 - Define the principle of Occam's Razor. Explain how it is used in scientific inquiry. (https://ncm.instructure.com/courses/131/assignments/5403)
	HON211G-009 - Describe the phenomenon known as "the experimenter effect" and explain how it can introduce error into a study. (https://ncm.instructure.com/courses/131/assignments/5404)
	HON211G-010 - Define the blinder argument (sometimes also called the blinker argument). Explain how this has affected clinical studies on midwifery outcomes. (https://ncm.instructure.com/courses/131/assignments/5405)
	HON211G-011 - List and describe two sources of error in experimental study. Explain how scientists attempt to compensate for these. (https://ncm.instructure.com/courses/131/assignments/5406)
	HON211G-012 - Discuss three examples of common mistakes made when applying the scientific method. Explain two ways these may be avoided. (https://ncm.instructure.com/courses/131/assignments/5407)
	HON211G-013 - Define the term "variable." Explain the differences between discrete and continuous variables and provide one example of each that is pertinent to maternal and infant health research. (https://ncm.instructure.com/courses/131/assignments/5408)
	HON211G-014 - Define "hypothesis." (https://ncm.instructure.com/courses/131/assignments/5409)
	HON211G-015 - Explain the difference between the active and the null hypothesis and provide and an example of each that is pertinent to maternal and infant health research. (https://ncm.instructure.com/courses/131/assignments/5410)
	HON211G-016 - Define a predictive statement. Which kind of hypothesis is used to generate a predictive statement? Write an example of a predictive statement based on a hypothesis from above (objective #15). (https://ncm.instructure.com/courses/131/assignments/5411)
	HON211G-017 - List and explain the three main goals in developing a controlled experiment. (https://ncm.instructure.com/courses/131/assignments/5412)
	HON211G-018 - Explain the difference between dependent and independent variables. Identify the dependent and independent variables in the following statement:* (?) (https://ncm.instructure.com/courses/131/assignments/5413)
	HON211G-019 - If multiparous and primiparous women with occiput anterior presentations are compared, then there will be no effect on length of active labor. (https://ncm.instructure.com/courses/131/assignments/5414)
	HON211G-020 - Define the Hawthorne effect. Differentiate between blind and double blind studies. Explain the rationale for each. State whether the following is an example of a blind or double blind study. Explain your answer. (https://ncm.instructure.com/courses/131/assignments/5415)

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	HON211G-021 - Scenario Question [(https://ncm.instructure.com/courses/131/assignments/5416)](https://ncm.instructure.com/courses/131/assignments/5416)
	HON211G-022 - Explain the role of confounding variables in scientific inquiry. [(https://ncm.instructure.com/courses/131/assignments/5417)](https://ncm.instructure.com/courses/131/assignments/5417)
	HON211G-023 - Teaching method Question [(https://ncm.instructure.com/courses/131/assignments/5418)](https://ncm.instructure.com/courses/131/assignments/5418)
	HON211G-024 - Describe the two main types of studies in medical research. [(https://ncm.instructure.com/courses/131/assignments/5419)](https://ncm.instructure.com/courses/131/assignments/5419)
	HON211G-025 - Define clinical trials. [(https://ncm.instructure.com/courses/131/assignments/5420)](https://ncm.instructure.com/courses/131/assignments/5420)
	HON211G-026 - Define random allocation or randomization. [(https://ncm.instructure.com/courses/131/assignments/5421)](https://ncm.instructure.com/courses/131/assignments/5421)
	HON211G-027 - Define volunteer bias. Explain how this can influence the outcome of a study. [(https://ncm.instructure.com/courses/131/assignments/5422)](https://ncm.instructure.com/courses/131/assignments/5422)
	HON211G-028 - Define response bias and placebo effect. Explain how these may be avoided. [(https://ncm.instructure.com/courses/131/assignments/5423)](https://ncm.instructure.com/courses/131/assignments/5423)
	HON211G-029 - Read the "Know your Midwife Report" (Flint and Poulengeris 1986) in your course packet. [(https://ncm.instructure.com/courses/131/assignments/5424)](https://ncm.instructure.com/courses/131/assignments/5424)
	HON211G-030 - Define observation study. Explain the benefits and problems associated with this approach. [(https://ncm.instructure.com/courses/131/assignments/5425)](https://ncm.instructure.com/courses/131/assignments/5425)
	HON211G-031 - Distinguish between census and sampling in data collection. Explain the benefits of sampling. [(https://ncm.instructure.com/courses/131/assignments/5426)](https://ncm.instructure.com/courses/131/assignments/5426)
	HON211G-032 - Define statistical population and explain how it is related to a sample. [(https://ncm.instructure.com/courses/131/assignments/5427)](https://ncm.instructure.com/courses/131/assignments/5427)
	HON211G-033 - Define random sampling. Select one method of random sampling and describe how it is carried out. Explain why random sampling is so important to statistical analysis. [(https://ncm.instructure.com/courses/131/assignments/5428)](https://ncm.instructure.com/courses/131/assignments/5428)
	HON211G-034 - Sampling in clinical and epidemiological research is often far from ideal. Explain why this is and whether and under what condition these studies may still provide valuable insights. [(https://ncm.instructure.com/courses/131/assignments/5429)](https://ncm.instructure.com/courses/131/assignments/5429)
	HON211G-035 - Describe what is meant by a cross-sectional study. Explain the relative benefits and shortcomings associated with this type of study. [(https://ncm.instructure.com/courses/131/assignments/5430)](https://ncm.instructure.com/courses/131/assignments/5430)
	HON211G-036 - Define prevalence and incidence rates. Provide an example of each that is pertinent to childbirth research. [(https://ncm.instructure.com/courses/131/assignments/5431)](https://ncm.instructure.com/courses/131/assignments/5431)

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HON211G-037 - Define cohort study.
(https://ncm.instructure.com/courses/131/assignments/5432)

HON211G-038 - Describe the differences between prospective and retrospective studies. Explain the benefits and shortcomings of each.
(https://ncm.instructure.com/courses/131/assignments/5433)

HON211G-039 - Define longitudinal study. Explain the benefits and shortcoming of this method of analysis.
(https://ncm.instructure.com/courses/131/assignments/5434)

HON211G-040 - Define questionnaire bias in observational studies.
(https://ncm.instructure.com/courses/131/assignments/5435)

HON211G-041 - Example 1: Do you think people should be free to access the best possible obstetric care possible for themselves and their families, free of interference from state bureaucracy?
(https://ncm.instructure.com/courses/131/assignments/5436)

HON211G-041 - Explain the differences between qualitative, discreet quantitative and continuous quantitative data.
(https://ncm.instructure.com/courses/131/assignments/5437)

HON211G-042 - Define frequency, relative frequency and frequency distribution of a variable.
(https://ncm.instructure.com/courses/131/assignments/5438)

HON211G-042 - Example 2: Should the wealthy be able to buy a position at the head of the line for obstetric care, pushing aside those with greater need, or should obstetric care be available based solely on need regardless of socioeconomic status?
(https://ncm.instructure.com/courses/131/assignments/5439)

HON211G-043 - Define mode, median and mean.
(https://ncm.instructure.com/courses/131/assignments/5440)

HON211G-044 - Define outlier. Explain the significance of outliers.
(https://ncm.instructure.com/courses/131/assignments/5441)

HON211G-045 - List the two measures of central tendency.
(https://ncm.instructure.com/courses/131/assignments/5442)

HON211G-046 - Define range.
(https://ncm.instructure.com/courses/131/assignments/5443)

HON211G-047 - List and describe the two most common measures of dispersion around the mean.
(https://ncm.instructure.com/courses/131/assignments/5444)

HON211G-048 - Explain what large and small standard deviations indicate, respectively, about a sample.
(https://ncm.instructure.com/courses/131/assignments/5445)

HON211G-049 - Define probability. Distinguish between probability for discreet and continuous variables.
(https://ncm.instructure.com/courses/131/assignments/5446)

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HON211G-050 - Define binomial distribution.
(https://ncm.instructure.com/courses/131/assignments/5447)

HON211G-051 - Define normal distribution.
(https://ncm.instructure.com/courses/131/assignments/5448)

HON211G-052 - Define sampling distribution.
(https://ncm.instructure.com/courses/131/assignments/5449)

HON211G-053 - Explain what it means when we say that for 95% of confidence intervals it is true that the population value lies within the interval. (https://ncm.instructure.com/courses/131/assignments/5450)

HON211G-054 - Provide the symbols used to denote commonly reported calculations or variables.
(https://ncm.instructure.com/courses/131/assignments/5451)

HON211G-055 - List the five general principles of significance tests.
(https://ncm.instructure.com/courses/131/assignments/5452)

HON211G-056 - Define "p-value" or significance level.
(https://ncm.instructure.com/courses/131/assignments/5453)

HON211G-057 - Describe the differences between type I and type II errors.
(https://ncm.instructure.com/courses/131/assignments/5454)

HON211G-058 - State the most commonly used guideline (p-value/significance level) used to determine when differences should be considered significant. Explain what this value means.
(https://ncm.instructure.com/courses/131/assignments/5455)

HON211G-059 - Summarize what the following p-values indicate about the strength of evidence. (https://ncm.instructure.com/courses/131/assignments/5456)

HON211G-060 - Explain what is meant by the power of a test.
(https://ncm.instructure.com/courses/131/assignments/5457)

HON211G-061 - Explain the differences between one- and two-tailed tests. Which one is preferred when analyzing biological data?
(https://ncm.instructure.com/courses/131/assignments/5458)

HON211G-062 - Define meta-analysis. Explain the main strengths and weaknesses of this method.
(https://ncm.instructure.com/courses/131/assignments/5459)

HON211G-063 - Define measurement error. List two sources of it.
(https://ncm.instructure.com/courses/131/assignments/5460)

HON211G-064 - Explain the difference between sensitivity and specificity.
(https://ncm.instructure.com/courses/131/assignments/5461)

HON211G-065 - Explain positive and negative predictive values.
(https://ncm.instructure.com/courses/131/assignments/5462)

HON211G-066 - List at least five important questions that should be asked when examining a clinical study.
(https://ncm.instructure.com/courses/131/assignments/5463)

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HON211G-067 - List the information that should always be included in studies that report biomedical findings. (https://ncm.instructure.com/courses/131/assignments/5464)

HON211G-068 - Summarize the following tests are used for and what it tells the researcher (https://ncm.instructure.com/courses/131/assignments/5465)

HON211G-069 - Read the article and book excerpt by Goldberg and Wing (2003) and Gaskin (2002), respectively, on the controversial use of misoprostal (cytotec) as an induction agent. Summarize the main arguments of each. (https://ncm.instructure.com/courses/131/assignments/5466)

HON211G-070 - Given the highly sensitive nature of the debate over the above's use, we might expect to see widely varying interpretations of the available data.* (?) (https://ncm.instructure.com/courses/131/assignments/5467)

HON211G-071 - Can you tell where each researcher stands in terms of their own beliefs about cytotec? (https://ncm.instructure.com/courses/131/assignments/5468)

HON211G-072 - Were precautions taken to guard against the effects of researcher bias? (https://ncm.instructure.com/courses/131/assignments/5469)

HON211G-073 - Critique their respective analyses focusing on how data was collected, the role of confounding variables, and the strength of interpretations made from observations. (https://ncm.instructure.com/courses/131/assignments/5470)

HON211G-074 - Calculate the neonatal mortality rate for the data Gaskin presents. (https://ncm.instructure.com/courses/131/assignments/5471)

HON211G-075 - How does this compare to U.S. infant mortality rates? (https://ncm.instructure.com/courses/131/assignments/5472)

HON211G-076 - Provide an overall interpretation of these studies. (https://ncm.instructure.com/courses/131/assignments/5473)

HON211G-077 - Janssen et al. 2002 and the Pang et al. 2002 studies (https://ncm.instructure.com/courses/131/assignments/5474)

HON211G-078 - Mehl-Madrona and Madrona (1997) study (https://ncm.instructure.com/courses/131/assignments/5475)

HON211G-079 - Multiple-Marker Screening Test (https://ncm.instructure.com/courses/131/assignments/5476)

HON211G-080 - List and define the main maternal and infant statistics collected and analyzed by MANA and NCHC, respectively. (https://ncm.instructure.com/courses/131/assignments/5477)

HON211G-081 - Explore the vital statistics website for your state (a sample from Oregon is provided in the course packet). (https://ncm.instructure.com/courses/131/assignments/5478)

HON211G-082 - Define crude birth rate. (https://ncm.instructure.com/courses/131/assignments/5479)

HON211G-083 - Define live birth.

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(https://ncm.instructure.com/courses/131/assignments/5480)

HON211G-084 - Define low-birthweight infant.
(https://ncm.instructure.com/courses/131/assignments/5481)

HON211G-085 - Distinguish between fetal death ratio and infant death rate.
(https://ncm.instructure.com/courses/131/assignments/5482)

HON211G-086 - Explain how maternal death rate is calculated.
(https://ncm.instructure.com/courses/131/assignments/5483)

HON211G-087 - Define and distinguish between the following terms: neonatal
death rate, postneonatal death rate, and perinatal death ratio. Explain the
importance of conformity in reporting for the statistics.
(https://ncm.instructure.com/courses/131/assignments/5484)

HON211G-088 - List the variables that you would keep track of in your own
practice if you wanted to be able to compare your outcomes to national
samples. (https://ncm.instructure.com/courses/131/assignments/5485)

HON211G-089 - Calculate the neonatal mortality rate for the data Gaskin
presents. (https://ncm.instructure.com/courses/131/assignments/5880)

HON211G-090 - How does this compare to U.S. infant mortality rates?
(https://ncm.instructure.com/courses/131/assignments/5487)

HON211G-091 - Provide an overall interpretation of these studies.
(https://ncm.instructure.com/courses/131/assignments/5488)

HON211G-092 - Read the Janssen et al. 2002 and the Pang et al. 2002
studies. Summarize the main findings of each.
(https://ncm.instructure.com/courses/131/assignments/5489)

HON211G-093 - Critique the methods and outcomes reported in each study.
(https://ncm.instructure.com/courses/131/assignments/5490)

HON211G-094 - Discuss the major problems or concerns associated with
each approach. (https://ncm.instructure.com/courses/131/assignments/5491)

HON211G-095 - Describe the strengths (if any) of each.
(https://ncm.instructure.com/courses/131/assignments/5492)

HON211G-096 - Are the results and interpretations provided by each group of
researchers reliable? Explain why or why not.
(https://ncm.instructure.com/courses/131/assignments/5493)

HON211G-097 - Read the Mehl-Madrona and Madrona (1997) study and
summarize the findings.
(https://ncm.instructure.com/courses/131/assignments/5494)

HON211G-098 - Explain how confounding variables initially influenced the
outcomes of the study.
(https://ncm.instructure.com/courses/131/assignments/5495)

HON211G-099 - Discuss how researchers were able to provide more accurate
assessments by analyzing various sub-samples of homebirthers.
(https://ncm.instructure.com/courses/131/assignments/5496)

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HON211G-100 - Evaluate the overall findings of this study.
(https://ncm.instructure.com/courses/131/assignments/5497)

HON211G-101 - Read the information available on the multiple marker-screening test (see http://www.babycenter.com/prenatal-tests, for example). Distinguish between the sensitivity and specificity of this test.
(https://ncm.instructure.com/courses/131/assignments/5498)

HON211G-102 - Explain the test's negative and positive predictive values.
(https://ncm.instructure.com/courses/131/assignments/5499)

HON211G-103 - Write a short summary of this information that you could use to explain the multiple marker test to a mother in your practice.
(https://ncm.instructure.com/courses/131/assignments/5500)

HON211G-104 - List and define the main maternal and infant statistics collected and analyzed by MANA and NCHC, respectively.
(https://ncm.instructure.com/courses/131/assignments/5871)

HON211G-105 - Explore the vital statistics website for your state (a sample from Oregon is provided in the course packet).
(https://ncm.instructure.com/courses/131/assignments/5872)

HON211G-106 - Define crude birth rate.
(https://ncm.instructure.com/courses/131/assignments/5873)

HON211G-107 - Define live birth.
(https://ncm.instructure.com/courses/131/assignments/5874)

HON211G-108 - Define low-birthweight infant.
(https://ncm.instructure.com/courses/131/assignments/5875)

HON211G-109 - Distinguish between fetal death ratio and infant death rate.
(https://ncm.instructure.com/courses/131/assignments/5876)

HON211G-110 - Explain how maternal death rate is calculated.
(https://ncm.instructure.com/courses/131/assignments/5877)

HON211G-111 - Define and distinguish between the following terms: neonatal death rate, postneonatal death rate, and perinatal death ratio. Explain the importance of conformity in reporting for the statistics.
(https://ncm.instructure.com/courses/131/assignments/5878)

HON211G-112 - List the variables that you would keep track of in your own practice if you wanted to be able to compare your outcomes to national samples. (https://ncm.instructure.com/courses/131/assignments/5879)

HON211G-113 - Create a practice spreadsheet in EXCEL that incorporates the following data. (https://ncm.instructure.com/courses/131/assignments/5486)

Investigating an Outbreak
(https://ncm.instructure.com/courses/131/assignments/5869)

Journal Article Summary
(https://ncm.instructure.com/courses/131/assignments/5505)

Online Research Framework Resource
(https://ncm.instructure.com/courses/131/assignments/5842)

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Optional NARM Like Exam
(https://ncm.instructure.com/courses/131/assignments/7720)

Optional: Create a Set of Flashcards to Study for the NARM Exam
(https://ncm.instructure.com/courses/131/assignments/15122)

Part I Reading (https://ncm.instructure.com/courses/131/assignments/5863)

Part II Reading (https://ncm.instructure.com/courses/131/assignments/5865)

Part III Reading (https://ncm.instructure.com/courses/131/assignments/5866)

Part IV Reading (https://ncm.instructure.com/courses/131/assignments/5867)

Student Evaluation of Course and Instructor
(https://ncm.instructure.com/courses/131/assignments/5502)

Updated Knowledge and Technology
(https://ncm.instructure.com/courses/131/assignments/5507)