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Title	National standards for bereavement care following pregnancy loss and perinatal death: medical and midwifery curricula review
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Publication date	2023-12-01
Original Citation	Hennessy, M & O'Donoghue, K 2023, National standards for bereavement care following pregnancy loss and perinatal death: medical and midwifery curricula review. University College Cork.
Type of publication	Report
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Download date	2026-11-15 18:03:46
Item downloaded from	https://hdl.handle.net/10468/18817

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National Standards for Bereavement Care following Pregnancy Loss and Perinatal Death

Medical and Midwifery Curricula Review

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Date: 01 December 2023

Please cite as:

Hennessy M, O'Donoghue K. National Standards for Bereavement Care following Pregnancy Loss and Perinatal Death: Medical and Midwifery Curricula Review. Pregnancy Loss Research Group, University College Cork; December 2023.

Introduction

Appropriate education and training of staff is important in ensuring good quality bereavement care services for parents who experience a pregnancy loss or perinatal death. As outlined within the National Standards for Bereavement Care following Pregnancy Loss and Perinatal Death, hospitals must ensure that staff have relevant qualifications and training for their roles, including induction and continuing professional development opportunities (Health Service Executive, 2022). These programmes must be delivered at an appropriate level for all staff relevant to the position they hold within their organisation following the "All, Some, Few" framework.

To support the implementation of the Standards, in 2017 members of the 'Education, training and staff support' workstream conducted a review of what perinatal bereavement education is provided to medical (undergraduate/graduate) and midwifery (direct entry/higher diploma) students. Six universities in Ireland that provided education to medical or midwifery students were contacted individually order to establish what was provided. There was some variation between what was provided within and between universities. Medical curricula tended to focus on breaking bad news / communication skills, with a few mentioning termination of pregnancy, while midwifery curricula covered a range of different types of pregnancy loss (though none specifically mentioned termination of pregnancy) and grief, bereavement and loss. Details of responses are outlined in Appendix 1. Perinatal Bereavement Care Education Standards (Health Service Executive, 2019) were subsequently developed by the Group; within these standards, indicative content for a perinatal bereavement care curriculum was outlined.

Building on the above review, we set out to provide updated information on the integration of pregnancy loss/perinatal bereavement education within higher education institutions in Ireland, in line with the Bereavement Standards for Pregnancy Loss and Perinatal Death (Health Service Executive, 2022) and Perinatal Bereavement Care Education Standards (Health Service Executive, 2019).

Methods

Firstly, we reviewed the Nursing and Midwifery Board of Ireland (NMBI) Midwife Registration Programme Standards and Requirements (Nursing and Midwifery Board of Ireland, 2016) for content relating to pregnancy loss/perinatal bereavement care. This document sets out the standards and requirements that must be met in relation to Midwife Registration Programmes, providing guidance to higher education institutes and associated healthcare providers in the development, delivery and evaluation of such education programmes. At present in Ireland, there are no over-arching national standards and requirements for medical programmes.

We then gathered details of eligible midwifery (BSc, HDip) and medical (MB) programmes within Irish higher education institutions (HEIs), based on a search of courses via the Central Applications Office website (Central Applications Office, 2023). We conducted website searches for programme details and module information for the academic year 2022/2023 for each of the identified programmes during May 2023. For the majority of programmes, this information was publicly available, though levels of detail varied. One HEI – the University of Galway – did not have information about the content of modules for its midwifery programmes online (basic information only); the Undergraduate Programme Director for Midwifery provided some information via email. We could not access an online book of modules for Trinity College Dublin medical or midwifery courses; however, they provided a copy of their Midwifery Curriculum Document 2022 and their Module in Obstetrics and

Gynaecology for the Baccalaureus in Arte Obstetricia (BAO) Degree Curriculum Workbook 2022/2023, upon request for information about where to source this information. Similarly, there was no online book of modules for RCSI Dublin; however, on request, they provided details of learning outcomes for their Module in Obstetrics and Gynaecology for undergraduate medical programmes. Details of information sources are contained within Appendix 2.

Information was reviewed and relevant details pertaining to components related to pregnancy loss/perinatal bereavement care extracted (via Microsoft Word) by one reviewer (MH). We adopted the following definition of perinatal bereavement: "The experience of parents that begins immediately following the loss of an infant through death by miscarriage, stillbirth, neonatal loss, or elective termination for fetal anomalies. It is characterized by a complex emotional response, most commonly manifested as grief in both the mother and father, but often expressed differently between males and females, both in intensity and duration" (Fenstermacher and Hupcey (2013:2394) in Health Service Executive (2019))"; accordingly, mentions of perinatal bereavement within curricula were coded as miscarriage, stillbirth, termination of pregnancy and fetal anomaly.

Results

Review of the Nursing and Midwifery Board of Ireland (NMBI) Midwife Registration Programme Standards and Requirements (NMBI, 2016)

Indicative Content

There is specific reference to pregnancy loss under content items relating to 'Knowledge base for midwifery practice' within the Standards and Requirements. This includes:

(i) Midwifery practice – knowledge, skills and professional behaviours: Assess, plan, implement and evaluate midwifery care for women and their families who experience grief and loss during pregnancy, labour and birth or in the postnatal period), and
(ii) Communication and interpersonal skills: Communicating effectively and empathetically to women and their families who have been bereaved or have experienced loss.

Theoretical and Clinical Requirements for the Midwife Registration Programme: Clinical Practice Experience

The Standards specifically state that "students must have the opportunity to participate in the care of women who have experienced grief and loss during pregnancy, childbirth or the postnatal period".

Within the 'Principles', specifically Competency 2 [The midwife practises in line with legislation and professional guidance and is responsible and accountable within their scope of midwifery practice. This encompasses the full range of activities of the midwife as set out in the EC Directive 2005/36/EC and the adapted Definition of the Midwife (ICM, 2011) as adopted by NMBI], the Standards and Requirements state that conscientious objection should be addressed in Year 4 ["If the student has a conscientious objection, based on religious or moral beliefs, to participating in the care of a woman or her baby, they continue to provide care to the woman and her baby until they are relieved of their duties."]

Review of the curricula of eligible midwifery (BSc, HDip) and medical (MB) programmes within Irish higher education institutions

We identified seven HEIs that offer medical and/or midwifery programmes at degree (MB/BSc) and postgraduate (HDip) levels (see Table 1): Dundalk Institute of Technology; RCSI Dublin; Trinity College Dublin; University College Cork; University College Dublin; University of Galway; University of Limerick. Six of these offer a Bachelor of Medicine programme, one of which provides this at graduate entry level (University of Limerick) only. Six HEIs provide midwifery programmes, at degree (BSc) and postgraduate (HDip) level.

Table 1. List of HEIs and their provision of Medical and Midwifery Curricula

HEI	Medicine MB	Midwifery BSc	Midwifery HDip
Dundalk Institute of Technology (DKiT)			
RCSI Dublin (RCSI)	Degree & Graduate Entry		
Trinity College Dublin (TCD)	Degree only		
University College Cork (UCC)	Degree & Graduate Entry		
University College Dublin (UCD)	Degree & Graduate Entry		
University of Galway (UG)	Degree only		
University of Limerick (UL)	Graduate entry only		

Key: Green = Programme in place/offered; Grey = No programme

In the following sections, aspects of the curricula of medical and midwifery curricula in these HEIs in Ireland – which explicitly relate to pregnancy loss/perinatal bereavement care – will be outlined (Tables 2-4). Supporting information is provided in Appendices 3-5, with more detailed data extraction tables available from the authors, on request.

Medical (MB) curricula – direct and graduate entry

As noted in Table 2 (and Appendix 3), pregnancy loss/perinatal bereavement care features to a limited extent within medical curricula.

'Loss, grief and bereavement care', 'Pregnancy after loss' and 'Second trimester loss' did not feature in any of the nine medical curricula examined. 'Fetal anomaly' featured in six; 'Role of the coroner' and 'Stillbirth' in five; 'Termination of pregnancy in four; 'Breaking bad news', 'Ectopic pregnancy', Miscarriage', and 'Molar pregnancy' in three. Obstetrics and Gynaecology modules were main sources for this content; however other modules, such as those relating to forensics and genetics, contained relevant content – including some elective modules (e.g. palliative care).

Table 2. Pregnancy loss and bereavement care in medical (MB) curricula–direct and graduate entry

Medicine MB		**RCSI**		**TCD**	**UCC**		**UCD**		**UG**	**UL**
		Direct	**Grad**	**Direct**	**Direct**	**Grad**	**Direct**	**Grad**	**Direct**	**Grad**
Breaking bad news										
Fetal anomaly										
Loss, grief & bereavement (care)										
Pregnancy after loss										
Role of the Coroner										
Types of pregnancy loss	Ectopic pregnancy									
	Miscarriage									
	Molar pregnancy									
	Second trimester loss									
	Stillbirth									
	Termination of pregnancy									

Key: Direct = Direct entry; Grad = Graduate entry; Green = Mentioned/covered (to any extent); Grey = Not mentioned

Midwifery (BSc) curricula

Pregnancy loss/perinatal bereavement care features to a somewhat greater extent within undergraduate midwifery curricula than medical curricula (see Table 3 and Appendix 4).

'Loss, grief and bereavement care' and 'Miscarriage' featured in all of the six Midwifery BSc curricula examined. 'Breaking bad news', 'Fetal anomaly', and 'Termination of Pregnancy' featured in five; 'Stillbirth' featured in four; 'Ectopic pregnancy' and 'Molar pregnancy' in three; 'Role of the Coroner' in two; 'Pregnancy after loss' and 'Second trimester loss' in one.

Of note, only the DKiT Midwifery BSc curriculum explicitly mentioned the Bereavement Standards on a reading list (Grief and Loss in Midwifery Practice module), while only one HEI (UCD) included a clinical practice guideline (ultrasound diagnosis of early pregnancy miscarriage) on its reading list. The Programme Director of the BSc at UG mentioned in personal communication that the pregnancy

loss and bereavement (including miscarriage) lecture in Year 3 is usually facilitated by the bereavement midwife at Galway University Hospital; we were unable to ascertain from our documentary review if this practice occurs elsewhere, though it is evident that the UCD module – through its reading list – draws on the work of bereavement midwives at the National Maternity Hospital.

Content relating to pregnancy loss/perinatal bereavement care appeared within and across various different modules, with UCC having a dedicated module: 'Midwives and Professional Practice - Bereavement and Loss'. Some topics appeared in different ways across curricula, e.g. as 'termination of pregnancy', 'abortion' or 'the 8th amendment' and could be found in ethics, social or other modules. Reading lists were also a source of relevant content in many cases. Two curricula (UCD and UL) mentioned hosting a bereavement workshop – duration not specified.

Table 3. Pregnancy loss and bereavement care in midwifery (BSc) curricula

Midwifery BSc		**DKiT**	**TCD**	**UCC**	**UCD**	**UG**	**UL**
Breaking bad news							
Fetal anomaly							
Loss, grief & bereavement (care)							
Pregnancy after loss							
Role of the Coroner							
Types of pregnancy loss	Ectopic pregnancy						
	Miscarriage						
	Molar pregnancy						
	Second trimester loss						
	Stillbirth						
	Termination of pregnancy						

Key: Green = Mentioned/covered (to any extent); Grey = Not mentioned

Midwifery (HDip) curricula

Reporting of features of pregnancy loss/perinatal bereavement care in midwifery (HDip) curricula was quite poor in general (Table 4 and Appendix 5). We were unable to source the relevant curriculum for one HEI, resulting in five curricula for review. Of these, none covered 'Pregnancy after loss', 'Role of the coroner', or 'Second trimester loss'. All covered 'Loss, grief and bereavement (care)'. 'Fetal anomaly', 'Miscarriage', and 'Stillbirth' featured in three; 'Breaking bad news', 'Ectopic pregnancy', 'Molar pregnancy' and 'Termination of pregnancy' in two. Two Midwifery HDip curricula mentioned the Standards on a reading list (DKiT-Grief and Loss in Midwifery Practice module; UCD-Health Promotion and the Psychology of Wellness module). The latter programme also included details of the national website: pregnancyandinfantloss.ie. One curriculum (UL) mentioned hosting a bereavement workshop.

Table 4. Pregnancy loss and bereavement care in midwifery (HDip) curricula

Midwifery (HDip)		**DKIT**	**TCD**	**UCC**	**UCD**	**UG**	**UL**
Breaking bad news							
Fetal anomaly							
Loss, grief & bereavement (care)							
Pregnancy after loss							
Role of the Coroner							
Types of pregnancy loss	Ectopic pregnancy						
	Miscarriage						
	Molar pregnancy						
	Second trimester loss						
	Stillbirth						
	Termination of pregnancy						

Key: White = No information available; Green = Mentioned/covered (to any extent); Grey = Not mentioned

Discussion

We reviewed medicine (MB) and midwifery (BSc and HDip) curricula in HEIs across Ireland to determine how pregnancy loss/perinatal bereavement care education featured. As outlined in the results section, there were varied mentions across curricula – the majority within midwifery BSc, then midwifery HDip, and medical curricula to a much lesser extent.

Limitations of our review must be noted: We only searched midwifery standards and medical and midwifery curricula, which were generally available in the public domain. We did not seek further documentation from HEIs, such as details of tutorials, updated reading lists, or course materials, nor did we ask programme or course leads within HEIs to verify the information that we extracted. From our review of the documents, we generally do not know who delivers the information, or how, for how long, or how learning is assessed. We only extracted content which was explicit regarding pregnancy loss/perinatal bereavement care. It is possible that some topics are covered, but are not explicitly mentioned within curricula, e.g. within clinical placements; or pregnancy loss mentioned, but not specific types of pregnancy loss; similarly, miscarriage may have been mentioned, but first and/or second trimester was not specified; some topics may feature under broader headings such as ‘complicated pregnancies’ or ‘women or infants with complex needs’ (e.g. pregnancy after loss). We also do not know the depth or breadth of the information that is provided around topics, e.g. Termination of Pregnancy features across different types of modules – it is hard to decipher if medical information is provided and/or more ethical/sociological considerations. Caution in interpreting the data should also be applied as the information within books of modules may not be current/what is provided in practice. Furthermore, we did not extract data regarding self-care or supportive care for staff as this was more diversely reported, and not our primary focus.

It is worth noting that there are many aspects of the NMBI Midwife Registration Programme Standards and Requirements (Nursing and Midwifery Board of Ireland, 2016) which could also potentially cover relevant content, although these are not made explicit within the document. These include indicative content areas such as: Biological sciences; Psychology as applied to midwifery practice; Midwifery practice – knowledge, skills and professional behaviours; Health promotion; Sociology as applied to midwifery practice; Maternal and social care services in Ireland; Professional and personal issues; Ethical and legal issues. Of note also, the Standards and Requirements state that the curriculum development team comprises representatives of key stakeholders in midwifery

education and midwifery practice, and includes input from users of maternity services and midwifery students. The involvement of the latter, particularly people with lived experience of pregnancy loss, would be interesting to further explore with HEIs – both in the development of curricula and delivery of programme content. There is certainly opportunity to build more specifics around pregnancy loss/perinatal bereavement care into the national requirements and standards for midwifery; similar for medicine would be useful also. Similar applies to medical and midwifery curricula, which could benefit from the integration of national resources such as clinical guidelines, the bereavement standards and the national website (pregnancyandinfantloss.ie). From our review, it is also evident that there is opportunity to, not only focus on bereavement care, but also to build education around prevention into curricula. HEIs should be engaged in any efforts to further develop pregnancy loss/perinatal bereavement care education within their curricula, including the development of supporting resources or programmes.

Acknowledgements

We wish to thank the following:

For their assistance in providing background information prior to the conduct of this review:

- Dr Barbara Coughlan, Associate Professor, Head of Subject Midwifery, University College Dublin
- Dr Margaret Murphy, Lecturer in Midwifery and BSc in Midwifery Programme Lead, School of Nursing and Midwifery, University College Cork.

For their assistance in providing information about the relevant curriculum in their HEI:

- Dr Ronan Daly, Clinical Lecturer Registrar, Obstetrics And Gynaecology, Rotunda Hospital Ireland and RCSI Dublin [contact made via Professor Fergal Malone, Professor and Chairman of the Department of Obstetrics and Gynaecology, RCSI Dublin]
- Professor Deirdre J Murphy MSc MD FRCOG FTCD, Chair of Obstetrics & Consultant Obstetrician, Trinity College Dublin & The Coombe Hospital
- Vivienne Brady PhD, Director of Midwifery Programmes/Head of Discipline, Assistant Professor in Midwifery, School of Nursing & Midwifery, Trinity College Dublin [contact made via Professor Valerie Smith, Professor in Midwifery, School of Nursing & Midwifery, Trinity College Dublin]
- Dr Magdalena Ohaja, Lecturer in Midwifery, Undergraduate Programme Director for Midwifery, School of Nursing and Midwifery (SoNM), University of Galway [contact made via Dr Catherine Houghton, Associate Professor, SoNM Director of Research, University of Galway].

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Health Service Executive (2019) *Perinatal Bereavement Education Standards*. Available at: http://pregnancyand.wpengine.com/bereavement-education-standards/.

Health Service Executive (2022) *National Standards for Bereavement Care following Pregnancy Loss and Perinatal Death. Version 2*. Dublin: Health Service Executive. Available at: https://www.hse.ie/eng/services/list/3/maternity/bereavement-care/bereavement%20care%20following%20pregnancy%20loss%20and%20perinatal%20death.pdf.

Nursing and Midwifery Board of Ireland (2016) *Midwife Registration Programme Standards and Requirements*. Dublin: Nursing and Midwifery Board of Ireland. Available at: https://www.nmbi.ie/Education/Standards-and-Requirements/Midwife-Registration-Programmes.

Appendix 1. Teaching provided to midwifery (direct entry/higher diploma) and medical (undergraduate / graduate) students on perinatal bereavement care in the Republic of Ireland: results of 2017 survey

HEI	Midwifery	Medicine
1	• An introduction to loss and bereavement, a theoretical perspective. • Key psychosocial issues associated with bereavement following pregnancy loss and perinatal death. • Ectopic pregnancy, miscarriage, termination of pregnancy, recurrent miscarriage. • Midwifery care for families who experience, stillbirth. • Education and Training Workshop in Bereavement Care (1day)	• Communicating Bad News • Perinatal Loss • Perinatal Bereavement Care • Termination of Pregnancy • Self-Care
2	• Diagnosis of fetal anomaly and psychological adaptation • Perinatal loss • Coroners Cases	• Ethics • Communication and Professional Development • Communicating Bad News in Paediatrics • Bereavement Care in Miscarriage, Stillbirth, Neonatal Loss
3	Eight hours face to face contact -lectures, small group work and discussion groups. 1. Overview of types loss within the maternity population. 2. Introduction to theories of grief and loss. 3. Caring for woman and her family on the diagnosis of fetal anomaly. 4. Preparing for birth in cases of loss including perinatal palliative care. 5. Care of woman and her family at the time of loss. Including memory making, spending time with babies. 6. Support for women and families in postnatal period. 7. Support for women and families in pregnancy after loss. 8. Broader issues relating to perinatal loss e.g. lack of societal recognition, the policy agenda of perinatal loss, global context.	• Lecture on Recurrent Miscarriages and Perinatal loss • Lecture on Epidemiology • Breaking bad news • Behavioural medicine and self care
4	• Perinatal Loss and Bereavement. • Theoretical instruction in relation to care of women who experience miscarriage, stillbirth and infertility. • Two-hour workshop on National Bereavement Standards.	
5	N/A	We teach Counselling skills to undergraduates, now in the newly opened Simulation Centre in where we have a Simulated Clinic environment that allows us to place Simulated Patients (bank of SPs that we use) in a virtual OPD suite and the students are filmed breaking bad news (e.g. Miscarriage), or asking patients about a prior Stillbirth, etc. These consultations can be live-streamed into an adjacent tutorial room, where a faculty member and an

		additional small group of students get to watch the consultation, or, more typically, we video-record the consultations and re-convene in the tutorial room with the wider group to discuss counselling skill/ style, techniques, terminology etc and the SPs get to provide invaluable feedback to the students. This tutorial runs weekly throughout the academic year.
6	• "Meets NMBI Standards" • Lectures/topics on loss • Clinical Experience in care of women bereaved through miscarriage, stillbirth, neonatal death or neonatal disability; care of women with early pregnancy problems and pregnancy loss.	Formal teaching (lectures, tutorials, and online Blackboard) and case presentations about perinatal loss, which includes the importance of bereavement counselling. In addition, students are familiar with the role of the Perinatal Bereavement Officer. Ethical and Legal Aspects of Termination of pregnancy

Appendix 2. Information sources

HEI	Information source / citation
DKiT	**Midwifery BSc**
	Dundalk Institute of Technology (2023) *BSc (Hons) in Midwifery*. Available at: https://www.dkit.ie/courses/school-of-health-and-science/nursing,-midwifery-and-early-years/bsc-(hons)-in-midwifery.html (Accessed: 10 May 2023)
	Dundalk Institute of Technology (n.d.) *Bachelor of Science (Honours) in Midwifery*. Available at: https://courses.dkit.ie/index.cfm/page/course/courseId/990 (Accessed: 10 May 2023)
	Midwifery HDip
	Dundalk Institute of Technology (2023) *Higher Diploma in Midwifery*. Available at: https://www.dkit.ie/courses/school-of-health-and-science/nursing,-midwifery-and-early-years/higher-diploma-in-midwifery.html (Accessed 10 May 2023)
	Dundalk Institute of Technology (2023) *Higher Diploma in Science in Midwifery*. Available at: https://courses.dkit.ie/index.cfm/page/course/courseId/992 (Accessed 10 May 2023)
RCSI	**Medicine MB – Direct entry**
	RCSI Dublin (2023) *Medicine: Why RCSI Dublin*. Available at: https://www.rcsi.com/dublin/undergraduate/medicine/why-rcsi-dublin (Accessed 11 May 2023)
	RCSI Dublin (2023) Obstetrics and Gynaecology Module: Learning outcomes. Dublin: RCSI Department of Obstetrics and Gynaecology
	Medicine MB – Graduate entry
	RCSI Dublin (2023) *Graduate Entry Medicine: Why RCSI Dublin*. Available at: https://www.rcsi.com/dublin/undergraduate/gem/why-rcsi-dublin (Accessed 12 June 2023)
	RCSI Dublin (2023) Obstetrics and Gynaecology Module: Learning outcomes. Dublin: RCSI Department of Obstetrics and Gynaecology
TCD	**Midwifery BSc**
	Trinity College Dublin (2023) *Bachelor in Science in Midwifery Honours Degree programme (B.Sc. in Midwifery)*. Available at: https://nursing-midwifery.tcd.ie/undergraduate/bsc-cur-midwifery/undergraduate-bsc-midwifery.php (Accessed 11 May 2023)
	Trinity College Dublin (2019) *Module descriptors: B.Sc. Midwifery*. Available at: https://nursing-midwifery.tcd.ie/undergraduate/module_descriptors/bsc-cur-midwifery/index.php (Accessed 11 May 2023)
	Trinity College Dublin (2023) *My Reading List*. Available at: https://tcdlibrary.rl.talis.com/index.html?lang=en (Accessed 11 May 2023)
	Trinity College Dublin (2022) *Bachelor in Science in Midwifery (Honours) Degree Programme/ Midwife Registration Programme Curriculum Document 2022*. Dublin: Trinity College Dublin.
	Midwifery HDip
	Trinity College Dublin (2023) *Midwifery (H.Dip.)*. Available at: https://www.tcd.ie/courses/postgraduate/courses/midwifery-hdip/ (Accessed 11 May 2023)
	Trinity College Dublin (2023) *Higher Diploma in Midwifery*. Available at: https://nursing-midwifery.tcd.ie/postgraduate/higher-diploma/midwifery/ (Accessed 11 May 2023)
	Trinity College Dublin (2023) *My Reading List*. Available at: https://tcdlibrary.rl.talis.com/index.html?lang=en (Accessed 11 May 2023)

Medicine MB – Direct entry

Trinity College Dublin (2023) *Medicine*. Available at: https://www.tcd.ie/courses/undergraduate/courses/medicine/ (Accessed 11 May 2023)

Trinity College Dublin (2023) *Curriculum Overview*. Available at: https://www.tcd.ie/medicine/ug-med/curriculum/ (Accessed 11 May 2023)

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UCC **Midwifery BSc**

University College Cork (2023) *Midwifery*. Available at: https://www.ucc.ie/en/ck740/ (Accessed 10 May 2023)

University College Cork (2023) *2022/2023 BSc (Hons) (Midwifery) [CK740]*. Available at: https://reg.ucc.ie/curriculum/calendar/live/medicine/med020.html (Accessed 10 May 2023)

University College Cork (2023) *Book of Modules*. Available at: https://ucc-ie-public.courseleaf.com/modules/ (Accessed 10 May 2023)

Midwifery HDip

University College Cork (2023) *Midwifery*. Available at: https://www.ucc.ie/en/hdmh/ (Accessed 10 May 2023)

University College Cork (2023) *Book of Modules*. Available at: https://ucc-ie-public.courseleaf.com/modules/ (Accessed 10 May 2023)

Medicine MB – Direct entry

University College Cork (2023) *Medicine*. Available at: https://www.ucc.ie/en/ck701/ (Accessed 11 May 2023)

University College Cork (2023) *Book of Modules*. Available at: https://ucc-ie-public.courseleaf.com/modules/ (Accessed 10 May 2023)

Medicine MB – Graduate entry

University College Cork (2023) *Medicine (Graduate Entry)*. Available at https://www.ucc.ie/en/ck791/ (Accessed 12 June 2023)

University College Cork (2023) *2022/2023 Medicine (Graduate Entry).* Available at https://reg.ucc.ie/curriculum/calendar/live/medicine/med016.html (Accessed 12 June 2023)

University College Cork (2023) *Book of Modules*. Available at: https://ucc-ie-public.courseleaf.com/modules/ (Accessed 12 June 2023)

UCD **Midwifery BSc**

University College Dublin (2023) *Midwifery BSc (Hons) (NFQ Level 8)*. Available at: https://www.myucd.ie/courses/health-sciences/midwifery/ (Accessed 11 May 2023)

University College Dublin (n.d.) *DN452 Midwifery (NSS4)*. Available at: https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MAJR&MAJR=NSS4 (Accessed 11 May 2023)

Midwifery HDip

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	University College Dublin (n.d.) *HDip Midwifery Graduate Taught*. Available at: https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MODULES&MAJR=X770 (Accessed 11 May 2023) **Medicine MB – Direct entry** University College Dublin (n.d.) *Medicine*. Available at: https://www.ucd.ie/medicine/studywithus/undergraduate/medicine/ (Accessed 11 May 2023) University College Dublin (n.d.) *Medicine MB, BCh, BAO (Hons) (NFQ Level 8)*. Available at: https://www.myucd.ie/courses/health-sciences/medicine/ (Accessed 11 May 2023) **Medicine MB – Graduate entry** University College Dublin (n.d.) *Graduate Entry Medicine*. Available at: https://www.ucd.ie/medicine/studywithus/undergraduate/graduateentrymedicine/ (Accessed 12 June 2023) University College Dublin (n.d.) DN401 Medicine Graduate Entry (MDS9). Available at: https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MAJR&MAJR=MDS9 (Accessed 12 June 2023)
UG	**Midwifery BSc** University of Galway (n.d.) *Bachelor of Midwifery Science*. Available at: https://www.universityofgalway.ie/courses/undergraduate-courses/midwifery-science.html (Accessed 11 May 2023) **Midwifery HDip** University of Galway (n.d.) *Higher Diploma in Midwifery*. Available at: https://www.universityofgalway.ie/courses/taught-postgraduate-courses/midwifery (Accessed 11 May 2023) **Medicine MB – Direct entry** University of Galway (n.d.) *Bachelor of Medicine (MB) of Surgery (BCh) and of Obstetrics (BAO)*. Available at: https://www.universityofgalway.ie/medicine-nursing-and-health-sciences/undergraduatecourses/medicinesurgeryandobstetrics/ (Accessed 11 May 2023)
UL	**Midwifery BSc** University of Limerick (n.d.) *Bachelor of Science in Midwifery*. Available at: https://www.ul.ie/courses/bachelor-science-midwifery (Accessed 11 May 2023) University of Limerick (n.d.) *Book of Modules*. Available at: https://bookofmodules.ul.ie/ (Accessed 11 May 2023) **Midwifery HDip** University of Limerick (n.d.) *Higher Diploma In Midwifery.* Available at: https://www.ul.ie/nursing-midwifery/programmes/higher-diploma-midwifery (Accessed 11 May 2023) University of Limerick (n.d.) *Book of Modules*. Available at: https://bookofmodules.ul.ie/ (Accessed 11 May 2023) **Medicine MB – Graduate Entry** University of Limerick (n.d.) *Medicine (Graduate Entry)*. Available at: https://www.ul.ie/gps/course/medicine-graduate-entry (Accessed 12 May 2023) University of Limerick (n.d.) *Bachelor of Medicine, Bachelor of Surgery (Graduate Entry)*. Available at: https://www.ul.ie/courses/bachelor-medicine-bachelor-surgery-graduate-entry (Accessed 12 May 2023)

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Appendix 3. Detailed information regarding how pregnancy loss and bereavement care features in Medical (MB) curricula

HEI	What	Where	When
RCSI	***Direct entry programme***		
	Fetal Abnormalities and Genetics • Describe the diagnosis and management of common fetal anomalies including Fetal structural abnormalities • Describe the diagnosis and management of common fetal anomalies including Fetal chromosomal abnormalities • Discuss the role of prenatal diagnosis and the current options available for prenatal diagnosis • List the risks involved with prenatal diagnostic procedures Perinatal Asphyxia and Stillbirth • Define what is meant by the terms stillbirth, neonatal death, perinatal death and the common causes of these conditions • Discuss the process whereby stillbirth is managed Miscarriage • Formulate a differential diagnosis for first trimester vaginal bleeding • Define and describe clinical differences between various types of miscarriage • Outline the definition and aetiology of recurrent miscarriage • List the complications of miscarriage • Counsel a patient following a miscarriage Ectopic Pregnancy • Formulate a differential diagnosis for first trimester vaginal bleeding, with particular emphasis on how to differentiate ectopic pregnancy from miscarriage • List the risk factors predisposing to an ectopic pregnancy • Describe the symptoms and the physical signs suggestive of an ectopic pregnancy • Outline the investigations used to confirm the diagnosis of ectopic pregnancy • Discuss the various treatment options for ectopic pregnancy, the advantages of each option, and the outcome following treatment Gestational Trophoblastic Disease • Define the different types of trophoblastic disease	Learning outcomes; Part of Module: Obstetrics and Gynaecology	Year 4

	• Describe symptoms and clinical findings • Discuss diagnosis of molar pregnancy • Discuss management and follow up for these patients Termination of Pregnancy • Outline the legal guidelines associated with voluntary termination of pregnancy in various countries, such as Ireland, the United Kingdom and the United States • Describe the most likely reasons why patients might seek termination of pregnancy • Outline the medical and surgical approaches to termination of pregnancy, including selective termination and multifetal pregnancy reduction in multiple gestations • Describe the post-procedure care, and follow-up requirements, for patients who have undergone pregnancy termination Clinical skills • Counsel a woman who is experiencing a miscarriage • Define and describe clinical differences between various types of miscarriage • Outline the definition and aetiology of recurrent miscarriage • List the complications of miscarriage • Counsel a patient following a miscarriage.		
	Graduate entry programme		
	As above	As above	
TCD	Communicate effectively with patients in difficult situations e.g. breaking bad news or dealing with difficult and violent patients	Graduate attributes; The Science and Practice of Medicine: The doctor as a practitioner	End
	[Section 9: Early Pregnancy] KNOWLEDGE: You should know… • The details (overview; assessment; management) of the following early pregnancy conditions: Miscarriage; Ectopic pregnancy; Molar pregnancy. • The details (overview; assessment; management) of termination of pregnancy. SKILLS: You should be able … • To assess and manage bleeding and/or pain in early pregnancy. • To assess and manage nausea and/or vomiting in early pregnancy particularly the assessment of dehydration. • To assess and manage a termination of pregnancy request.	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4

	• To counsel an early pregnancy loss. • To consent for an evacuation of retained products of conception. • To consent for an emergency laparoscopy for a suspected ectopic pregnancy. PROFESSIONALISM: You should be aware of … • The importance of using appropriate terminology when discussing an early pregnancy problem or condition. • The psychological impact of early pregnancy loss on couples and the available supports. • The role of early pregnancy assessment units (EPAUs) in the provision of early pregnancy care in Ireland. • The law relating to termination of pregnancy in the Republic of Ireland (Health (Regulation of termination of Pregnancy) Act 2018).		
	[Section 12: Preconceptual & Antenatal Care] SKILLS: You should be able … • To advise regarding screening for fetal chromosomal abnormalities. PROFESSIONALISM: You should be aware of … • The importance of previous obstetric outcomes in pregnancy care particularly the recognition of previous poor outcomes and the need for additional supports. • The legal rights of pregnant women and their partners in Ireland.	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4
	[Section 15: Fetal Conditions] KNOWLEDGE: You should know… Fetal Congenital Abnormalities • The principles of screening and the tests to screen and diagnose fetal congenital abnormalities and the distinction between these tests. • The principles of assessment and management of fetal abnormalities: the details of the "Pathway for Management of Fatal Fetal Anomalies and/or Life-Limiting Conditions diagnosed during Pregnancy" (HSE 2019). • An overview of the common and/or significant fetal abnormalities and the significance of a personal or family history for obstetric care. • For chromosomal abnormalities: • Down syndrome (Trisomy 21) • Edwards syndrome (Trisomy 18) • Patau syndrome (Trisomy 13) • For single gene disorders: • The inheritance pattern of common and/or significant single gene disorders. • Haemoglobinopathies • Cystic fibrosis • For structural abnormalities: • Fetal hydrops • Anencephaly / spina bifida • Cleft lip / palate • Cystic hygroma • Congenital heart disease • Tracheoesophageal fistula / oesophageal atresia • Diaphragmatic hernia • Exomphalos / gastroschisis • Bilateral renal agenesis • Lethal skeletal dysplasia	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4

	• An overview of associated ultrasound soft markers: ventriculomegaly; choroid plexus cysts; echogenic cardiac focus; echogenic bowel; renal pelvic dilatation; shortened long bones; single umbilical artery. SKILLS: You should be able … • To assess and manage reduced fetal movements. PROFESSIONALISM: You should be aware of … • The importance of respect when interacting with a woman concerned about her baby. • The importance of the multidisciplinary team approach in the management of high-risk pregnancies: specialist midwives / maternal-fetal medicine specialists / neonatologists / specialist paediatricians.		
	[Section 18: Obstetric Morbidity & Mortality] KNOWLEDGE: You should know… Perinatal Morbidity & Mortality • The definition and classification of fetal and neonatal mortality (miscarriage, stillbirth, early neonatal death, late neonatal death) particularly an understanding of the difference between miscarriage and stillbirth. • The definition of the perinatal mortality rate and corrected perinatal mortality rate and the national rates for Ireland and globally. • The causes and risk factors for perinatal morbidity and mortality for Ireland and globally. • The principles of assessment and management of a stillbirth. • The main findings of the most recent Perinatal Mortality in Ireland Annual Report. SKILLS: You should be able … • To calculate the perinatal mortality rate for a maternity unit and compare this rate to the national rate. PROFESSIONALISM: You should be aware of • The established practice of confidential audit of mother and baby morbidity and mortality in Ireland (Maternal Death Enquiry – Ireland) and the UK (MBRRACE-UK: Mothers and Babies: reducing Risk through Audits and Confidential Enquiries across the UK).	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4
	[Section 19: Clinical Skills in O&G] PROFESSIONALISM: You should be aware of • The consultations that are likely to be challenging and strategies to approach such consultations: responding to strong emotions; delivering bad news; disclosing an error; difficult conversations.	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4
	[Appendix: Summary of Clinical Presentations O&G] GYNAECOLOGICAL PRESENTATIONS: You should be able … • SYMPTOMS: To assess and manage a woman presenting with: bleeding and/or pain in early pregnancy. REQUESTS: To assess and manage a woman's request for • termination of pregnancy. OBSTETRIC PRESENTATIONS: You should be able … • SYMPTOMS: To assess and manage: reduced fetal movements	Learning outcome; Part of Module: Obstetrics and Gynaecology	Year 4

	Termination of Pregnancy	Content; Part of Module: Jurisprudence Ethics and Law	Year 4
UCC	***Direct entry programme***		
	Gametes and fertilisation; general embryology; early development of embryo and membranes, implantation, placenta. Systems development. Development of body wall and limbs. Teratology; congenital abnormalities.	Content; Part of Module: Human Embryology and Developmental Anatomy [Note: Elective]	Year 2
	1. Use appropriate embryological terminology. 2. Describe key processes of early development. 3. Identify primordial embryonic structures and their derivatives. 4. Recognise major developmental defects and their underlying embryologic causes.	Learning Outcomes; Part of Module: Human Embryology and Developmental Anatomy [Note: Elective]	Year 2
	Principles of palliative care. Communication skills including practical session on breaking bad news. The role of the interdisciplinary team and settings in which specialist palliative care is delivered. Ethics and decision making in palliative care. Fundamentals of assessment and management of pain.	Content; Part of Module: Palliative Care: An Interdisciplinary Approach [Note: Elective]	Year 3
	On successful completion of this module, students should be able to: 1. Discuss the main principles of palliative care 2. Describe the importance of holistic, collaborative, individualised care of patients and their families 3. Discuss the strengths, opportunities and challenges of interdisciplinary education and healthcare practice 4. Outline a basic approach to assess and manage pain in palliative care patients 5. Define total pain 6. Describe the fundamentals of ethics in palliative care 7. Identify the key components of breaking bad news 8. Compare the palliative care approach with the model of care with which they are most familiar 9. Argue the case for early referral to palliative care.	Content; Part of Module: Palliative Care: An Interdisciplinary Approach [Note: Elective]	Year 3
	Outline the procedures for certification of death, still birth and for cremation.	Learning outcome; Part of Module: Forensic Medicine and the Coroner's Court	Year 4
	Graduate entry programme		
	Principles of palliative care. Communication skills including practical session on breaking bad news. The role of the interdisciplinary team and settings in which specialist palliative care is delivered. Ethics and decision making in palliative care. Fundamentals of assessment and management of pain.	Content; Part of Palliative Care: An Interdisciplinary Approach [Note: Elective]	Year 2
	On successful completion of this module, students should be able to: 1. Discuss the main principles of palliative care 2. Describe the importance of holistic, collaborative, individualised care of patients and their families	Learning outcomes; Part of Palliative Care: An	Year 2

	3. Discuss the strengths, opportunities and challenges of interdisciplinary education and healthcare practice 4. Outline a basic approach to assess and manage pain in palliative care patients 5. Define total pain 6. Describe the fundamentals of ethics in palliative care 7. Identify the key components of breaking bad news 8. Compare the palliative care approach with the model of care with which they are most familiar 9. Argue the case for early referral to palliative care.	Interdisciplinary Approach [Note: Elective]	
	Outline the procedures for certification of death, still birth and for cremation.	Learning outcome; Part of Module: Forensic Medicine and the Coroner's Court	Year 3
UCD	***Direct entry programme***		
	2. Understand basic chromosome biology, and the common clinical chromosome disorders 3. Understand typical and atypical mechanisms of disease inheritance, with examples 4. Understand basic molecular genetics, and the principles of diagnostic genetic testing 5. Appreciate the impact of genetic disease on families 6. Understand the principles of polygenic inheritance, with examples 7. Appreciate the causes of congenital malformations 8. Appreciate the principles of cloning human disease genes 9. Appreciate the impact of the human genome project on medicine 10. Have an insight into the current genetic techniques and technologies and future developments.	Learning outcomes; Part of Module: Basic Principles of Genetics	Stage 1
	Genetic counselling Genetic counselling – demonstration	Content; Part of Module: Basic Principles of Genetics	Stage 1
	1.Describe the mechanisms and consequences of abnormalities of chromosome number and structure and evaluate the role of epigenetics in disease 2. Recognise inheritance patterns and perform basic risk calculations for family members 3. Demonstrate how variants in single genes cause genetic disease 4. Apply basic molecular tools to carrier detection and diagnosis of genetic disorders and review issues that should be considered for a gene therapy approach to treatment 5. Discuss genetic and environmental contribution to common diseases 6. Describe how genetic variability can alter responsiveness to drugs 7. Describe the main clinical features of common congenital and childhood infections 8. Describe the pathology of sudden infant death and other common perinatal and paediatric conditions. 9. Describe the processes of development which teratogens disrupt to cause foetal malformations Students should also have improved their clinical skills by being able to:- 1. Predict a pattern of inheritance for a genetic disorder in a family and communicate the risks associated with	Learning outcomes; Part of Module: Genetics, Perinatal and Paediatric Diseases	Stage 3

	this 2. Consider the issues surrounding genetic counselling 3. Evaluate genetic screening approaches 4. Discuss the preventative strategies currently used in the control of common congenital and childhood infections.		
	Forensic & Legal Medicine is a blended module (online and in-person) which will present the ethical and legal framework of the doctor's relationship with patients, colleagues, the Medical Council, employers, government departments, the legal profession, the courts and the coroner, illustrated by relevant practical examples. The module also addresses key ethical concepts and professional issues that all medical students and doctors are expected to know and understand.	Aims; Part of Module: Forensic & Legal Medicine	Stage 5
	1. Medico-legal matters pertinent to present day and future medical practice, including the legal and ethical obligations of registered medical practitioners. 2. The relationship between the practice of medicine and human rights law. 3. An understanding of the intrinsic relation of medicine, ethics, law and professionalism. 4. The various statutes, possible reforms of the law in relation to medical practice and relevant cases from the courts and European Union laws. 5. An understanding of death certification, thanatology and forensic pathology to include changes found after death, the doctor's role at the scene of death, and the findings in suspicious deaths.	Learning Outcomes; Part of Module: Forensic & Legal Medicine	Stage 5
	(v) contraception and family planning (vi) ethical and moral issues relating to reproduction.	Learning Outcomes; Part of Module: Obstetrics & Gynaecology	Stage 5
	Graduate entry programme		
	Forensic & Legal Medicine is a blended module (online and in-person) which will present the ethical and legal framework of the doctor's relationship with patients, colleagues, the Medical Council, employers, government departments, the legal profession, the courts and the coroner, illustrated by relevant practical examples. The module also addresses key ethical concepts and professional issues that all medical students and doctors are expected to know and understand.	Aims; Part of Module: Forensic & Legal Medicine	Stage 3
	1. Medico-legal matters pertinent to present day and future medical practice, including the legal and ethical obligations of registered medical practitioners. 2. The relationship between the practice of medicine and human rights law. 3. An understanding of the intrinsic relation of medicine, ethics, law and professionalism. 4. The various statutes, possible reforms of the law in relation to medical practice and relevant cases from the courts and European Union laws. 5. An understanding of death certification, thanatology and forensic pathology to include changes found after death, the doctor's role at the scene of death, and the findings in suspicious deaths.	Learning Outcomes; Part of Module: Forensic & Legal Medicine	Stage 3

	(v) contraception and family planning (vi) ethical and moral issues relating to reproduction.	Learning Outcomes; Part of Module: Obstetrics & Gynaecology	Stage 3
UG	This module, building on previous knowledge of DNA structure, replication and endocrinology, will equip students with a knowledge of the core concepts in reproduction and genetics. Medical students will be introduced to the principles of modern genetics and its application to the understanding and treatment of inherited disease. Clinical context, ethical and professional issues and genetic counselling will be addressed in addition to anatomical and physiological issues related to reproduction	Aims; Part of Module Genes, Gametes & Embryos	Year 3, S5
	1. Explain the main principles of modern human genetics and cytogenetics and apply these to solve problems based on modern medical practice 2. Apply knowledge of chromosome analysis, molecular genetics and the causes and consequences of cytogenetic disorder to diagnose important human genetic disorders and identify strategies for their management 3. Explain the role of chromosome rearrangement, DNA mutations and other heritable changes to the genome in cancer, immunity and important human genetic disorders 4. Identify the main ethical issues associated with the use of genetic testing, pre-implantation genetic diagnosis, gene editing and gene patenting	Learning outcomes; Part of Module Genes, Gametes & Embryos	Year 3, S5
	They will become familiar with the role of the coroner, the role of the autopsy and the inquest.	Aims; Part of Module: Health and Disease II	Year 4, S7
	11. Describe the role of the coroner, recognise the circumstances in which death should be reported to the coroner, discuss the role of the autopsy and the inquest. 12. Describe the process of identification of dead, the importance of accurate certification of death and be familiar with the signs of violence and injury/trauma. 13. Establish cause of death in a given case, i.e. whether it is natural, accidental, homicidal or suicidal and recognise the signs of unnatural death, including the effects of various drugs and toxins.	Aims; Part of Module: Health and Disease II	Year 4, S7
	Demonstrate knowledge of perinatal data collection and its use in women's health (e.g. perinatal and maternal morbidity and mortality data) and its application to everyday clinical practice.	Learning Outcomes; Part of Module: Obstetrics and Gynaecology	Year 5, S9
	Become familiar with the ethical, regulatory and legal frameworks within which the obstetrician/gynaecologist operates, in relation to such issues in clinical practice (e.g. contraception, prenatal diagnosis, fertility treatments and termination of pregnancy).	Learning Outcomes; Part of Module: Obstetrics and Gynaecology	Year 5, S9
UL	No specific details extracted		

Appendix 4. Detailed information regarding how pregnancy loss and bereavement care features in Midwifery BSc curricula

HEI	What	Where	When
DKiT	Unit 1 Anatomy and Physiology during Pregnancy and Postnatal Periods includes: Overview of genetics, fertilisation, embryology for midwifery practice	Content; Part of Module: Natural Sciences for Midwifery (b)	Year 1, Semester 2
	Care related to pregnancy termination	Content; Part of Module: Sexuality and Sexual Health	Year 2, Semester 1
	Ectopic pregnancy, miscarriage, molar pregnancy	Content; Part of Module: Sexuality and Sexual Health	Year 2, Semester 1
	Grief and Loss in Midwifery Practice **Module description:** The aim of this module is to provide the student with the fundamental knowledge and skills necessary to assess, plan, implement and evaluate midwifery care for women and their families who experience grief and loss during pregnancy, childbirth or the postnatal period. This module may be offered through EBL. **Module Learning Outcome Description** 1. Differentiate theories and stages of grief and consider types of loss and the meaning of grief and loss in maternity care. 2. Critically analyse contemporary midwifery practice when caring for bereaved parents/families and consider the role of the midwife in education/health promotion to facilitate self care. 3. Apply holistic approaches and evidenced based principles of best practice to the care of parents/families experiencing grief and loss including the provision of available choices to parents in relation to the physical aspects of care. 4. Critically discuss grief and loss in maternity care with reference to effective communication techniques during difficult circumstances. 5. Discuss the psychosocial effects of grief and loss on parents, siblings and extended family. **Module Indicative Content** • Theories of grief and loss/Stages of grief: Critical analysis of the theories of grief and loss. Discussion of importance of spirituality in grief and loss care.	Content; Full module: Grief and Loss in Midwifery Practice	Year 3, Semester 1

	• Loss and the grieving process specific to perinatal death: Types of loss in maternity care. Stillbirth, miscarriage, ectopic pregnancy, loss following unsuccessful fertility treatment, loss following diagnosis of life-limiting condition eg: babies born with anencephaly. Other types of loss; for example in trisomy 18 and 21. • Principles of good practice in relation to grief and loss/parental choices: Critical analysis of evidence base around grief and loss in maternity care. Promoting informed choice/refusal in care. Cultural and religious factors. Spiritual care. Funerals/burial/cremation. Legal issues/Coroners Cases/ Certification and registration. Follow up care/support structures for bereaved parents and families. Care for subsequent pregnancies. Postmortem examination and other laboratory investigations. • Communication and interpersonal skills relating to grief and loss: Evidence based principles for breaking sad news. Communication skills for challenging and difficult circumstances. Communicating effectively and empathetically to women and their families who have been bereaved or have experienced loss or trauma. Consideration of the psychological impact of adverse outcomes/trauma on women in pregnancy, labour, birth and the postnatal period. Use of the arts where appropriate. Communication skills for peer support/debriefing. • Support, education and training for Professionals: Importance of self care for members of the multi-disciplinary team. Aspects of self care including peer support, developing resilience, mindfulness, exercise, yoga. Recognising need for extra support for oneself and others; importance of talking/counselling therapies as appropriate. Debriefing with MDT/Woman/partner/family following traumatic events/loss. Role of bereavement support midwife. **Assessment:** Group project (100%) **Module Resources** *Recommended Book Resources* Health Service Executive (2016) National Standards for Bereavement Care following Pregnancy Loss and Perinatal Death. HSE, Dublin.. ISANDS (2007) Guidelines for Professionals, Vision Print, Ireland.. Lindsay, P. and Peate, I. (eds) Introducing the Social Sciences for Midwifery Practice. Birthing in a Contemporary Society. London: Routledge.. Schott, J. & Henley A. (2007) Pregnancy, Loss and the Death of a Baby: Guidelines for Professionals, Stillbirth and Neonatal Death Society, Cambridge.. *Supplementary Book Resources* Kenworthy, D. and Kirkham, M. (2011) Midwives coping with grief and loss, Radcliffe Publishing London.. Madden, D. (2006). Report of Dr. Deirdre Madden on Post-Mortem Practice and Procedures, Stationary Office, Dublin.. Recommended Article/Paper Resources Additional texts and reading will be recommended throughout the module. *Other Resources* [On-line], Additional resources will be recommended throughout the module.		

	Congenital abnormalities/Conditions. Birth defects: Discuss the recognition and care advised with the most common congenital abnormalities/ birth defects and the necessary parental support.	Content; Part of Module: The Complex Newborn	Year 3, Semester 1
	Neonatal and infant mortality. Sudden infant death syndrome (SIDS): Critically appraise national and international neonatal mortality rates and causes. Critically appraise the Irish figures and trends on SIDS and consider the advice necessary for parents in its prevention.	Content; Part of Module: The Complex Newborn	Year 3, Semester 1
	Ethical issues around bodily integrity/autonomy/consent including informed choice/consent/refusal of treatment, termination of pregnancy, organ donation and retention, withdrawing treatment in the adult and neonate.	Content; Part of Module: Ethical and Legal Practice for Midwifery	Year 3, Semester 2
	Crisis Pregnancy: Consider the role of the midwife in caring for women with a crisis pregnancy at any age. Possible outcomes of crisis pregnancy/concealed pregnancy. Counselling for crisis pregnancy. Consider legal and ethical aspects of possible outcomes of crisis pregnancy.	Content; Part of Module: Sensitive Midwifery Practice	Year 3, Semester 2
	Continue to provide care to women/babies until relieved of duty in cases where there may be a conscientious objection based on religious/moral beliefs.	Learning Outcome (11); Part of Module: Internship (Midwifery)	Year 4, Semester 2
TCD	To provide a theoretical underpinning to enable students to work in partnership with women and their families and multi-disciplinary colleagues in offering safe and effective support to those experiencing perinatal loss, grief and bereavement.	An Aim; Part of Module: Complex Perinatal Care 1	Year 2
	An overview of grief /loss theory and related concepts (including hope and advocacy) [comes under 'Theoretical, ethical, legal and sociological perspectives for Nursing and Midwifery Practice']	Content; Part of Module: Enhancing Professional Practice	Year 2
	Law - Role of the Coroner [comes under 'Theoretical, ethical, legal and sociological perspectives for Nursing and Midwifery Practice']	Content; Part of Module:	Year 2

		Enhancing Professional Practice	
	Communication in challenging circumstances and Breaking bad news [comes under 'Interpersonal Communication']	Content; Part of Module: Enhancing Professional Practice	Year 2
	• Understanding the principles and philosophy of palliative care for a person with a life limiting condition as applies to the relevant division of nursing / midwifery. • Principles of health wellbeing and comfort of persons whose lives are affected by ill–health, distress or life limiting conditions • Understanding the effect of ill health, disability, inability to engage, aging or life limiting conditions [come under 'Enhancing Effective Nursing and Midwifery Care']	Content; Part of Module: Managing Care in Practice 1	Year 2
	Introduction to pathology and pathophysiology: cell injury and death, genetic health breakdown [comes under 'Part B: Principles of medication management, pharmacology and pathology for Nursing and Midwifery Practice and Healthcare']	Content; Part of Module: Managing Care in Practice	Year 2
	MO7. Discuss care and management of the woman experiencing bleeding in pregnancy or pregnancy failure MO8. Reflect on an event from practice related to a woman experiencing a complex loss or bereavement and apply the theoretical knowledge gained to plan care	Learning Outcomes; Part of Module: Complex Perinatal Care 1	Year 2
	The aims of this module are: … The module provides students with the knowledge to identify and understand deviations from normal in order to participate in planning appropriate care and management in clinical practice. To provide a theoretical underpinning to enable students to work in partnership with women and their families and multi-disciplinary colleagues in offering safe and effective support to those experiencing perinatal loss, grief and bereavement.	Module Aims: Part of Module: Complex Perinatal Care	Year 2
	Pregnancy loss, pregnancy failure and pregnancy including bleeding in early pregnancy including ectopic and hydatidiform mole, bleeding and loss in late pregnancy including APH, abruption IUFD and stillbirth.	Content; Part of Module: Complex Perinatal Care	Year 2
	Termination Of Pregnancy	Content; Part of Module: Complex Perinatal Care	Year 2

	Mander R. (2005) Loss and Bereavement in Childbearing, 2nd edn. Routledge, London.	Recommended reading; Part of Module: Complex Perinatal Care	Year 2
	The gynaecological placement will afford students the opportunity to care for women experiencing early pregnancy problems and loss and for women and their families who have been bereaved through miscarriage, stillbirth, neonatal death or disability.	Learning aims; Part of Module: Practice Placement	Year 2
	Socio-ethical contexts of termination of pregnancy [comes under 'Authoritative knowledge in birth]	Content; Part of Module: Managing Care in Practice 3 – Sociological Perspective	Year 3
	MO4. Discuss care and management of the woman experiencing late pregnancy loss and stillbirth	Learning Outcome; Part of Module: Complex Perinatal Care 2	Year 3
	Late pregnancy loss and stillbirth neonatal death Screening during pregnancy (of fetal anomalies) Fetal anomalies	Content; Part of Module: Complex Perinatal Care 2	Year 3
	Mander R. (2005) Loss and Bereavement in Childbearing, 2nd edn. Routledge, London.	Recommended reading; Part of Module: Complex Perinatal Care 2	Year 3
UCC	Early pregnancy loss	Content; part of Module: Pregnancy,	Year 1

		Childbirth and the Newborn I	
	Bleeding in pregnancy, miscarriage	Content; Part of Module: Pregnancy, Childbirth and the Newborn II - Complications	Year 2
	Midwives and Professional Practice - Bereavement and Loss **Module goal:** To enable students to correlate professional knowledge with clinical practice to develop their professional identity and to develop students' communication skills for midwifery practice. **Module content:** Nursing and Midwifery Board of Ireland - Code of Professional Conduct and Ethics, Midwives Practice Standards, Scope of Midwifery Practice Framework, and Fitness to practice. Risk management and patient safety and the role of the midwife. Clinical governance. Policy formation and guidelines for clinical and professional midwifery practice. Models of respectful maternity care e.g. midwifery led care. Communication skills, breaking bad news, grieving, and respectful bereavement care. Open disclosure with women, their families, and staff following adverse situations. Debriefing and traumatic birth. Self-awareness, self-care, and personal development as a midwifery professional. **Learning outcomes:** 1. On successful completion of this module, students should be able to: Discuss accountability, scope of midwifery practice, personal responsibility and accountability in relation to professional practice. 2. Discuss the role of the midwife in relation to risk management, patient safety, open disclosure, and debriefing following critical incidents within the maternity services. 3. Discuss the role of the midwife in providing choice to women around respectful models of maternity care e.g. midwifery led care. 4. Describe the role of the midwife in providing respectful bereavement care women and their families who experience pregnancy loss. 5. Discuss the importance of self-awareness, self-care, personal and professional communication skills for midwives. **Examination and assessment:**	Content; Full module: Midwives and Professional Practice - Bereavement and Loss	Year 2

	Total Marks 100 Continuous Assessment 100 Marks: Assignment - 1,500 word assignment (100 Marks) **Teaching methods:** 12 x 2 Hr(s) Lectures		
	Genetics and antenatal screening	Content; Part of Module: Midwifery in Various Health Care Contexts II	Year 2
	fetal imaging and perinatal medicine	Content; Part of Module: Pregnancy, Childbirth and Newborn III	Year 3
	The Abortion and Contraceptive Debates.	Content; Part of Module: Contemporary Social Issues in Midwifery Practice	Year 3
	LO8. Analyse abortion and contraceptive debates.	Learning Outcome; Part of Module: Contemporary Social Issues in Midwifery Practice	Year 3
	Analysis of ethically and legally challenging situations drawn from healthcare practice such as confidentiality, conscience, abortion, end-of-life (e.g. withdrawal of treatment, DNAR, assisted dying, facilitating choice) [comes under 'Ethical and legal issues']	Content; Part of Module: Midwifery and Professional Practice including Ethics	Year 4

		and Legal Issues	
UCD	Genetics & Embryology	Learning Outcome; Part of Module: The Newborn Infant	Year 2
	Bereavement care	Content; Part of Module: Maternal Health	Year 2
	Bleeding in Early Pregnancy 2nd Trimester Miscarriage Molar Pregnancy Ectopic Pregnancy [Under 'Gynaecological conditions']	Content; Part of Module: Midw: The Wider Perspective	Year 2
	• Crosby, D., Cullen, S. and Allen, C. (2018) Age considerations in the management of recurring miscarriage. Irish Journal of Medical Science, published online, June 2018 http://doi.org/10.1007/s11845-018-1853-7. • Cullen, S., Coughlan, B., Casey, B., Power, S. and Brosnan, M. (2017) Exploring parents' experiences of care in an Irish hospital following second-trimester miscarriage. British Journal of Midwifery, 25(2). • Cullen, S., Coughlan, B., McMahon, A. Casey, B., Power, S. and Brosnan, M. (2018) Parents' experiences of clinical care during second trimester miscarriage. British Journal of Midwifery 26(5). • Cullen, S., Power, S., Coughlan, B., Chaney, J., Butler, M. And Brosnan, M. (2016) An exploration of the prevalence and patterns of care for women presenting with mid-trimester loss. Irish Journal of Medical Science. Published online. February, 2016. DOI 10.1007/s11845-016-1413-y. • HSE (2010) Ultrasound Diagnosis of Early Pregnancy Miscarriage: Clinical Practice Guideline. • Mitchell, M., (2005) Preparing student midwives to care for bereaved parents. Nurse Education in Practice (5) 78–83 • Mulvihill, A. and Walsh, T. (2013) Pregnancy loss in rural Ireland: An experience of disenfranchised grief. British Journal of Social Work. 44, pp. 2290-2306. • Murphy, F. A. and Merrell, J. (2009) Negotiating the transition: caring for women through the experience of early miscarriage. Journal of Clinical Nursing, 18, 1583–1591 • RCOG (2011) The Investigation and Treatment of Couples with Recurrent First-trimester and Second-trimester Miscarriage	Reading list: Part of Module: Midw: The Wider Perspective	Year 2
	Congenital and chromosomal disorders- Discuss the recognition and midwifery care advised for the most common congenital abnormalities/birth defects including emotional support for parents.	Content; Part of Module: Complexities of the Newborn	Year 3

	Neonatal and infant morbidity and mortality. Midwifery care for the following: The Stillborn Baby; Sudden Unexpected Postnatal Collapse; Early Neonatal Death; Sudden infant death syndrome (SIDS); Critically appraise the Irish and international data and trends around perinatal morbidity and mortality and consider the role of midwife in the prevention and/or care of those affected- legal requirements, palliative care, spiritual support, bereavement care.	Content; Part of Module: Complexities of the Newborn	Year 3
	National Perinatal Epidemiology Centre (2019) Perinatal Mortality in Ireland Annual Report 2017. Available at: https://www.ucc.ie/en/media/research/nationalperinatalepidemiologycentre/NPECPerinatalMortalityinIrelandAnnualReport2017.pdf	Readling list; Part of Module: Complexities of the Newborn	Year 3
	The 8th amendment	Content; Part of Module: Social & Social Issues Mat Care	Year 3
	Ryan, Salvador (2021) Birth and the Irish - a miscellany. Wordwell Publishing	Reading list; Part of Module: Social & Social Issues Mat Care	Year 3
	Discuss an apply spiritual care interventions and evaluation, particularly in the context of end-of-life care, on an individual and organizational basis	Learning outcome; From Cure To Care [Optional]	Year 3
	Communicating effectively and emphatically to bereaved parents is an important role of the midwife. A workshop is included within the module to prepare student's and provide them with strategies to communicate in challenging and difficult circumstances. Self-awareness and developing coping skills is an important aspect of providing support to bereaved parents, therefore strategies and skills will be provided on self-care and resilience	Module aims; Part of Module: Transitions to Midwifery Prac	Year 4
	Demonstrate clinical skills introduced such as perineal repair neonatal resuscitations and communicative strategies demonstrated that can support women and their partners who have experienced pregnancy loss.	Learning outcome; Part of Module: Transitions to Midwifery Prac	Year 4
	Bereavement Workshop Communication skills in challenging circumstances	Content; Part of Module:	Year 4

		Transitions to Midwifery Prac	
UG	Pregnancy loss and bereavement (including miscarriage) [Note: The bereavement midwife usually facilitate this lecture. Gynae clinical placement is in Year 2.]	Content; Part of Module: Women with Complex Needs in Childbirth 1 ['Midwifery Studies 1' in the old curriculum]	Year 3
UL	Introduction to perinatal bereavement	Content; Part of Module: Introduction to Midwifery	Year 1, Semester 1
	Breaking bad news	Content; Part of Module: Shared Module: Communication and interpersonal Relationships in Nursing & Midwifery	Year 1, Semester 1
	Care of women and families experiencing a perinatal loss. Bereavement and perinatal loss workshop.	Content; Part of Module: Midwifery Care for the Postnatal Mother, Baby and Family	Year 2, Semester 3
	Explore the concepts of bereavement and loss in childbirth.	Learning Outcome (Affective); Part of	Year 2, Semester 3

		Module: Midwifery Care for the Postnatal Mother, Baby and Family	
	Biological basis of genetic mutations and inherited conditions; genetic disorders, dominant and recessive conditions. New born screening. Genetic screening and counselling. Chromosomal disorders including autosomal abnormalities, sex chromosomal abnormalities, changes in chromosome structure. Implications for the person, their family and nursing and midwifery practice.	Content; Part of Module: Shared Module: Biological Sciences applied to Nursing & Midwifery 3	Year 2, Semester 3
	Discuss how genetic and chromosomal abnormalities influence disease progression.	Syllabus; Part of Module: Shared Module: Biological Sciences applied to Nursing & Midwifery 3	Year 2, Semester 3
	Assessment, investigations and management of maternal and fetal well-being in women experiencing at risk and complicated pregnancy including maternal mortality and morbidity. Bleeding before the 24th week of pregnancy	Syllabus; Part of Module: Responding to Complex Needs During Pregnancy	Year 2, Semester 4
	Contraception. Care of the woman experiencing crisis pregnancy.	Syllabus; Part of Module: Reproductive Health & Wellbeing	Year 2, Semester 4

	Beginning of life care including assisted fertility and conscientious objection End of life care including advanced health care directives.	Content; Part of Module: Shared Module: Law and Ethics for Nursing and Midwifery Practice	Year 2, Semester 4
	Chromosomal and congenital anomalies Perinatal and infant morbidity and mortality Support for parents experiencing bereavement and loss with the at risk and ill neonate	Content; Part of Module: Responding to complex Needs of the At Risk and Ill Neonate	Year 3, Semester 6
	Redshaw, M., Rowe, R. and Henderson, J. (2014) *Listening to parents after stillbirth or the death of their baby after birth* , Oxford: National Perinatal and Epidemiology Unit.	Reading List; Part of Module: Responding to complex Needs of the At Risk and Ill Neonate	Year 3, Semester 6

Appendix 5. Detailed information regarding how pregnancy loss and bereavement care features in Midwifery HDip curricula

HEI	What	Where	When
DKiT	Ectopic pregnancy Miscarriage Molar pregnancy	Content; Part of Module: HDip Midwifery and Women's Health	Year 1, Semester 1
	3. Critically evaluate legal and ethical issues connected with conception, pregnancy and maternity care in an Irish and wider European context. 4. Critically discuss grief and loss in maternity care with reference to effective communication techniques during difficult circumstances. 5. Provide evidence based, sensitive care and support to women, their partners and families who are bereaved.	Learning Outcomes; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	Crisis Pregnancy: Consider the role of the midwife in caring for women with a crisis pregnancy at any age. Possible outcomes of crisis pregnancy/concealed pregnancy/pregnancies in the teenage years/counselling for crisis pregnancy. Consider legal and ethical aspects of possible outcomes of crisis pregnancy.	Content; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	Grief and Loss: Loss and the grieving process specific to perinatal death. Types of loss in maternity care. Principles of good practice in relation to care. Post-mortem practice and procedures. Breaking bad/sad news. Appropriate communication (see below).	Content; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	Communication and interpersonal skills relating to sensitive midwifery: Skills of facilitating feedback and truth telling in relationships. Information and communication systems including the use of technology to enhance effective communication. Communication skills for challenging and difficult circumstances. Communicating effectively and empathetically to women and their families who have been bereaved or have experienced loss or trauma.	Content; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	Continuous assessment (60%). The student will be required to submit a written assignment exploring the sensitive issues covered within the module. Both elements of the assessment must be passed independently. Presentation (40%). The group project will critically explore the sensitive issues around grief and loss in maternity care. Both elements of the assessment must be passed independently.	Assessment; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	Health Service Executive. (2016), National Standards for Bereavement Care Following Pregnancy Loss and Perinatal Death, HSE, Dublin.. ISANDS. (2007), Guidelines for Professionals, Vision Print, Ireland.. Schott, J. & Henley A.. (2007), Pregnancy, Loss and the Death of a Baby: Guidelines for Professionals, Stillbirth and Neonatal Death Society, Cambridge.. Kenworthy, D. and Kirkham, M.. (2011), Midwives coping with grief and loss, Radcliffe Publishing, London..	Reading List; Part of Module: HDip Sensitive Midwifery	Year 1, Semester 2
	11. Continue to provide care to women/babies until relieved of duty in cases where there may be a conscientious objection based on religious/moral beliefs.	Learning Outcomes; Part of	Year 2, Semester 1

		Module: HDip Clinical 3	
	Perinatal and maternal morbidity and mortality	Content; Part of Module: HDip Developing the Profession of Midwifery 2017	Year 2, Semester 1
	3. Critically discuss common congenital abnormalities and their implication for the baby/ family 6. Critically appraise National and International neonatal mortality rates and causes	Learning Outcomes; Part of Module: HDip The Complex Neonate	Year 2, Semester 1
	Neonatal and infant mortality. Sudden Infant Death Syndrome. Critically appraise national and international neonatal mortality rates and causes. Critically appraise the Irish figures and trends on Sudden infant death syndrome (SIDS) and consider the advice necessary for parents in its prevention.	Content; Part of Module: HDip The Complex Neonate	Year 2, Semester 1
TCD	Unclear (no book of modules / much detail of modules available online; requested from HEI but no response received)		
UCC	To advance knowledge and practice skills for pregnancy, childbirth, the new-born, the postnatal period, with a focus on the pregnancy loss and Bereavement, and preparation for parenthood	Module Goal; Part of Module: Supporting Mothers during Pregnancy and Parenthood	Year 1
	Pregnancy loss and bereavement education programme.	Content; Part of Module: Supporting Mothers during Pregnancy and Parenthood	Year 1
	Critically explore the midwife's role in supporting women following pregnancy loss and bereavement	Learning Outcomes; Part of Module: Supporting Mothers during Pregnancy and Parenthood	Year 1

UCD	Students will be introduced to the psychological aspects of pregnancy, labour, and birth, including caring for families experiencing grief and bereavement following the pregnancy loss or/and perinatal death. [Part of Unit 2 Psychology of Wellness]	Aim; Part of Module: Health Promotion and the Psychology of Wellness	Not specified
	2. Demonstrate an understanding of the theories of grief and bereavement and related evidence from maternity and infant care research to provide holistic and sensitive support to parents experiencing pregnancy loss and perinatal death. [Part of Unit 2 Psychology of Wellness]	Learning Outcomes; Part of Module: Health Promotion and the Psychology of Wellness	Not specified
	(2016) Health Service Executive. National standards for bereavement care following pregnancy loss and perinatal death. Dublin: Stationery Office. Agwu Kalu, F. Coughlan, B. and Larkin, P. (2018) 'A mixed methods sequential explanatory study of the psychosocial factors that impact on midwives' confidence to provide bereavement support to parents who have experienced a perinatal loss', Midwifery, 64, pp. 69–76. Available at: https://doi.org/10.1016/j.midw.2018.06.011 [Accessed 4 Jan 2023]. Doherty, J. et al. (2018) 'Bereavement care education and training in clinical practice: Supporting the development of confidence in student midwives', Midwifery, 66, pp. 1–9. Gandino, G. et al. (2019) 'Healthcare professionals' experiences of perinatal loss: A systematic review', Journal of health psychology, 24(1), pp. 65–78. Kalu, F. Larkin, P. and Coughlan, B. (2020) 'Development, validation and reliability testing of 'Perinatal Bereavement Care Confidence Scale (PBCCS)'. Women and birth: journal of the Australian College of Midwives, 33(4), e311–e319. Available at: https://doi.org/10.1016/j.wombi.2019.07.001 [Accessed 4 Jan 2023]. This Website aims to signpost bereaved parents and Health care staff to support structures and knowledge about pregnancy and infant loss in an Irish Context. https://pregnancyandinfantloss.ie/	Reading List: Health Promotion and the Psychology of Wellness	Not specified
	Communication in challenging and difficult circumstances [Part of Unit 2: Patient Safety and Quality]	Content; Part of Module: Professional Midwifery Practice	Not specified
	Bleeding in Early Pregnancy: Implantation bleeding, ectopic pregnancy, miscarriage, gestational trophoblastic disease. Intrauterine death and stillbirth. Placental Complications: Placenta Praevia, Morbidly adherent placentae, Vasa Praevia	Content; Part of Module: Complexities of	Not stated

		Pregnancy, Labour and Birth	
	Associated Clinical Skills and Simulations: … miscarriage and stillbirth	Content; Part of Module: Complexities of Pregnancy, Labour and Birth	Not stated
	The unit may include placement in the following areas: bereavement services… [comes under 'Clinical Midwifery Specialist & Advanced Midwifery Practice']	Module Description; Part of Module: Supported and Specialist Practice	Not stated
	During this placement they will also gain experience of participating, under appropriate supervision, in the care of women in early pregnancy and loss. [Comes under 'Gynaecology']	Module Description; Part of Module: Supported and Specialist Practice	Not stated
	Participate in the care of women who are experiencing a complication of early pregnancy or who are experiencing early pregnancy loss.	Learning Outcomes; Part of Module: Supported and Specialist Practice	Not stated
	Psychological impact of adverse outcomes and trauma Debriefing after a traumatic event for staff (2nd trauma) [Noting here as explicit mention; other curricula not as explicit]	Content; Part of Module: Emergencies + Critical Care	Not stated
	Congenital and chromosomal disorders- Discuss the recognition and midwifery care advised for the most common congenital abnormalities/birth defects including emotional support for parents.	Content; Part of Module: Complexities of the Newborn	Not stated
	Neonatal and infant morbidity and mortality. Midwifery care for the following: The Stillborn Baby; Sudden Unexpected Postnatal Collapse; Early Neonatal Death; Sudden infant death syndrome (SIDS); Critically appraise the Irish and international data and trends around perinatal morbidity and mortality and consider the role of midwife in the prevention and/or care of those affected- legal requirements, palliative care, spiritual support, bereavement care.	Content; Part of Module: Complexities of the Newborn	Not stated

	National Perinatal Epidemiology Centre (2019) Perinatal Mortality in Ireland Annual Report 2017. Available at: https://www.ucc.ie/en/media/research/nationalperinatalepidemiologycentre/NPECPerinatalMortalityinIrelandAnnualReport2017.pdf	Reading List: Part of Module: Complexities of the Newborn	Not stated
	Maternity care and …-The 8th amendment	Content; Part of Module: Social & Social Issues Mat Care	Not stated
	Ryan, Salvador (2021) Birth and the Irish - a miscellany. Wordwell Publishing	Content; Part of Module: Social & Social Issues Mat Care	Not stated
UG	Understand the role of the midwife in caring for women and their families who have been bereaved or have experienced loss or trauma	Learning Outcomes; Part of Module: Woman with Complications in Childbirth 2	Year 2, Semester 3
	Articulate how midwives, as part of the multidisciplinary team, support women and their families who have experienced loss during pregnancy, labour and birth or in the postnatal period.	Learning Outcomes; Part of Module: The Neonate Requiring Specialised Care	Year 2, Semester 3
UL	Introduction to perinatal bereavement.	Content; Part of Module: Principles of Maternal and Infant Care	Semester 1
	Antenatal screening and investigations of the woman and fetus. Common problems associated with early and advanced pregnancy	Content; Part of Module: Midwifery Care in Pregnancy	Semester 1
	Care of women and families experiencing a perinatal loss. Bereavement and perinatal loss workshop.	Content; Part of Module: Midwifery Care	Semester 1

		for the Postnatal Mother, baby and Family	
	Explore the concepts of bereavement and loss in childbirth.	Learning Outcomes; Part of Module: Midwifery Care for the Postnatal Mother, baby and Family	Semester 1
	Assessment, investigations and management of maternal and fetal well-being in women experiencing at risk and complicated pregnancy including maternal mortality and morbidity. Bleeding before the 24th week of pregnancy; other problems associated with early pregnancy	Content; Part of Module: Responding to Complex Needs During Pregnancy	Semester 2
	Chromosomal and congenital anomalies Perinatal and infant morbidity and mortality Support for parents experiencing bereavement and loss with the at risk and ill neonate.	Content; Part of Module: Responding to Complex Needs of the At-Risk and Ill Neonate	Semester 2
	Redshaw, M., Rowe, R. and Henderson, J. (2014) *Listening to parents after stillbirth or the death of their baby after birth* , Oxford: National Perinatal and Epidemiology Unit.	Reading List; Part of Module: Responding to Complex Needs of the At-Risk and Ill Neonate	Semester 2
	Contraception. Care of the woman experiencing crisis pregnancy.	Content; Part of Module: Reproductive Health & Wellbeing	Semester 3