Intimate Partner Violence Curriculum at GW SMHS
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Introduction
- Intimate Partner Violence (IPV) is a form of domestic violence
- IPV is physical or sexual violence, stalking, and psychological aggression by an intimate partner
- 1 in 3 women throughout the world will experience physical and/or sexual violence
- Lack data supporting best curricular designs for teaching IPV in medical schools
- Common identifiable themes seen in successful IPV studies across the U.S.
The current approach to IPV education at GW SMHS may benefit from implementing these themes into the undergraduate medical curriculum.

Methods
- 22 papers were obtained primarily through a general search of Scopus database using keywords “intimate partner violence”, “domestic violence”, and “curriculum”
- Studies separated by methods for evaluating curriculum effects: Physician Readiness to Manage Intimate Partner Violence Survey, Likert-type scales, etc.
- Curriculum themes identified through analysis of research questions and discussion of successful results
- Quantifying relative success between studies was impossible due to different methodology
- Broader curriculum themes were identified and recorded from successful studies

Results
- Two themes were identified to be consistent across successful studies:
  1. A relevant IPV curriculum as perceived by students with regards to their future medical practice
  2. An IPV curriculum delivered at multiple points in the undergraduate years to maximize retention through and beyond four years of medical school
- These themes manifest differently depending on school and specialty
  - i.e. Theme #1: IPV competence improved after students met IPV victims in a safe home in one study, while competence similarly improved after classmates shared anecdotally their own or their acquaintances’ experiences with IPV

Discussion
- The domestic (IP) violence epidemic has necessitated better training for medical professionals in screening, advocating for, and treating victims
- The GW SMHS undergraduate curriculum has one formal IPV didactic in the second year Professional Development course
- A student-perceived relevance and longitudinal IPV curriculum may better prepare GW medical students for their careers

Sample Curriculum

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<tr>
<th>MS1</th>
<th>MS2</th>
<th>MS3/MS4</th>
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<tbody>
<tr>
<td>Relevant lecture or panel</td>
<td>PD session</td>
<td>Elective in IPV</td>
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Conclusion and Future Research
- Proper understanding, screening, and management of IPV by the healthcare team is a necessary next step in ending the IPV epidemic
- Not enough data to determine best IPV curriculum design
- Two broader themes may guide future curriculum changes/additions
- Many systemic barriers to adding classes to an overly packed medical school curriculum
- Further research with standardized methods must be done in order to identify specific curricula that incorporate successful themes

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