Background

- Interpersonal violence (IPV) is defined by the WHO as behavior by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviors.
- IPV is an increasingly prevalent issue in communities, especially following the COVID-19 pandemic.
- Physicians are often the first point of contact, regardless of specialty.
- This is especially relevant to under resourced and marginalized populations.
- Currently there is a dearth of IPV training in undergraduate medical education.
- We conducted a comprehensive literature review of published IPV curricula in U.S. medical schools and residency programs.

Disclosures

- No disclosures to report

Methods

- PubMed search query: "interpersonal violence" OR "domestic violence" OR "intimate partner violence" AND "medical education"
- MEDEd Porta search query: "trauma informed care"

Results

Table 1: Characteristics of papers analyzed within literature review – Curriculum categories of the articles were broken down, and articles were tallied in each category. Those that fit multiple categories were counted twice while those that fit neither were simply excluded. The only overlap occurred in the "Study Design" category, as several papers employed both descriptive analysis and survey data or survey data and curriculum analysis. Experiential courses were defined as those that had either practice case practices or volunteer opportunities with community involvement, though largely the former.

Conclusions

- Though residency programs employ slightly more robust training for handling IPV in specialties such as Family Medicine and OB/GYN compared to undergraduate medical education, training in IPV is overall lacking.
- Published curricula are largely single case-based sessions or lectures, lasting only hours, with little to no continuity.
- This presents a prime opportunity to develop a semester-long elective that can properly encompass the nuances of this challenging topic using trauma-informed medical education (TIME) principles.