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Tyson Lumbreras
Utah State University

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An Examination of the Prevalence of Intimate Partner Violence Training in U.S. Medical School Curriculum

Tyson Lumbreras
Utah State University

Dr. Jessica Lucero
Utah State University

Methods
- Sampling Frame: Directors of curriculum at doctor of osteopathic and doctor of medicine medical colleges in the U.S.
- Online survey link was emailed to directors of curriculum, a follow up email was sent at two and four weeks.

Introduction
- 1 in 3 women and 1 in 4 men living in the United States experience some form of Intimate Partner Violence or IPV (Black, et al. 2011).
- Although there is some research that examines the role health care professionals play in identifying IPV (Richardson, et al. 2002), there is less research on how effectively they are trained to handle it.
- My research will determine whether medical students are receiving adequate IPV training through comprehensive data on the quality of IPV training across U.S. schools.

Research Questions
- What is the prevalence of IPV training among U.S. medical schools’ curriculums?
- Is institutional rank associated with the likelihood of offering IPV training?
- What opinions do medical schools’ directors of curriculum hold regarding the status of IPV training for their students and do these opinions vary by institution type?

Table 1 – Sample Characteristics

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<thead>
<tr>
<th>Type of Medical School</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>DO</td>
<td>7</td>
<td>22.6</td>
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<tr>
<td>MD</td>
<td>24</td>
<td>77.4</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
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<td>40.7</td>
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<tr>
<td>Female</td>
<td>16</td>
<td>59.3</td>
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<table>
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<tr>
<th>Practiced Medicine as a Physician</th>
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<th>%</th>
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<tbody>
<tr>
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<td>55.6</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>44.4</td>
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</tbody>
</table>

Research Purpose
- Assess current state and prevalence of IPV education.
- Identify barriers to increasing time allocated to IPV education.
- Assess curriculum directors’ attitudes toward IPV education.
- Schools are offering IPV education in clinical settings and outreach settings, but mostly in classroom settings.
- Directors of curriculum report that their IPV education is inadequate but have no plans to improve it in the future.

Results
- Providing IPV education to students is important for medical schools, however, barriers such as competition for curriculum content with topics such as LGBTQ health care and opioid addiction prevent its prevalence.

Conclusion
Schools are providing their students with some IPV education, however, it is inadequate. There is a need for increased IPV training, especially in clinical settings. As physicians deal with this issue frequently, it is undoubtedly an area the medical curriculum that needs to be addressed. Medical schools recognize the importance of offering IPV education, but struggle to fit it into the curriculum. This study solidifies the inadequacy of IPV training in U.S. schools and highlights the need to implement additional IPV education.