

Integrating Violence Against Women in Medical Education in Mozambique SVRI Forum 2022

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Intimate Partner Violence

Women victims of IPV

Globally **35%**

Mozambique

55%-71%

Men victims of IPV

Globally **14%**

Mozambique

25%-28%

The role of the healthcare sector

- ✓ Increase awareness;
- ✓ Advice in primary prevention;
- ✓ Train of personnel and community workers.

Background

During their medical training, medical students should master **communication skills** and **professional competencies** to foster the best possible **patient-physician relationship**.

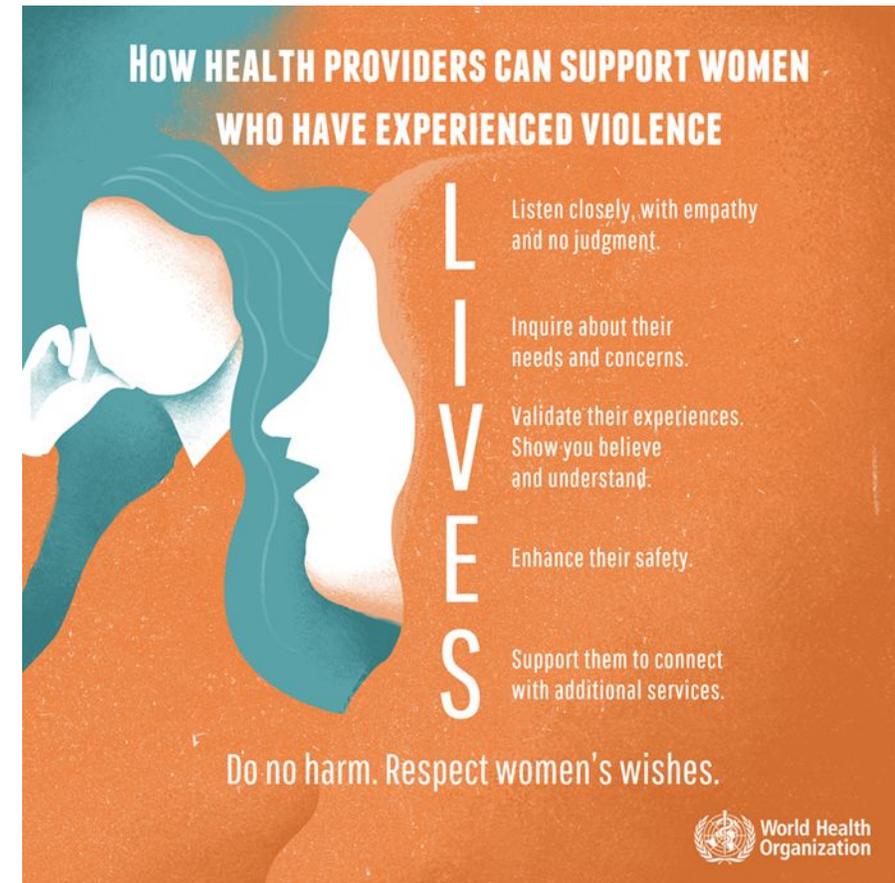
This is especially necessary when dealing with **sensitive topics**.

Competences in IPV needed for MD

Knowledge: define IPV, understand the magnitude, risk factors and the effect on the survivor, family members and community, legal options and reporting requirements.

Skills: identification, documentation and referral strategies.

Attitudes: IPV treatment and intervention.



Why this research?

- ✓ Public health issue 
Created by Venky from the Men Project
- ✓ Few studies available especially in Mozambique;
- ✓ Curricula not standardized;
- ✓ Ineffective or no training on IPV;
- ✓ Little is known on comprehensive mastery of IPV competences.

Aims

Description and Analysis

- ✓ Simulation-based training module on clinical communication competencies through interacting with simulated intimate partner violence (IPV) survivors.
- ✓ IPV training module within a Gynaecology and Obstetrics Bachelor of Medicine and Bachelor of Surgery of Medicine (MBBS).

Study period

March 2016 and March 2020

Study Sites

Five medical schools: south (Maputo), centre (Sofala) and north (Nampula) of Mozambique

Mixed methods

Participants

- ✓ 304, 3rd and 4th years' students (RR 66%)
- ✓ 4 curriculum developers
- ✓ 34, 4th year' students

To describe and analyze the outcomes of a simulation-based training module on clinical communication competences when interacting with IPV victims.

One group pre-test/post-test design

34 4th year' medical students

Descriptive analysis

Learning and teaching strategies,
evaluation and assessment,
background structure

Results

- ✓ Role-plays helped to understand better the attitudes when facing an IPV victim;
- ✓ Significant and positive change in post-test values at the general IPV self-efficacy score (IPV SE) – mainly in attitudes;
- ✓ Desire for additional IPV communication competence;

Results

- ✓ Training was very interactive;
- ✓ Students also suggested that this topic can be part of the curriculum of healthcare providers.

Conclusion

- ✓ Sensitive issue, simulation activities as a method to be used in a safe environment to develop clinical skills;
- ✓ Students feel more competent after participating in this training in a safe environment;
- ✓ Gender bias, or a personal history may affect the outcomes of the training.

Implications

Help identify ways to **strengthen the role of medical schools** in the **prevention and provision of care for IPV survivors**, considering current **developments in teaching methods**, the **content of the teaching program** and **scientific basis of the medical school's curriculum** in Mozambique.

Implications

Increase the **use of updated information** on IPV and **coordinated integration of national policies** within the curricula and to help **integrate IPV-related content** in a more **in-depth and consistent** way in the **undergraduate medical curriculum**.

Kanimambo

Reference

Manuel, B., Valcke, M., Keygnaert, I., & Roelens, K. (2021). Improving medical students' communication competencies to deal with intimate partner violence using clinical simulations in Mozambique. *BMC medical education*, 21(1), 126. <https://doi.org/10.1186/s12909-021-02560-8>