



# PBI Professional Boundaries and Ethics Course

IN JOINT PROVIDERSHIP WITH THE UNIVERSITY OF  
CALIFORNIA, IRVINE SCHOOL OF MEDICINE



**24 CME CREDIT HOURS\***

APPROVED FOR *AMA PRA CATEGORY 1 CREDITS™*

**PB-24 ENHANCED (PB-24EN) INCREASED TO 34 CME CREDIT HOURS**

10 HOURS OF PRE-COURSE TEXTBOOK READING AND WRITTEN ASSIGNMENTS  
TO BE SUBMITTED PRIOR TO THE LIVE COURSE.

**PB-24 EXTENDED (PB-24EX) INCREASED TO 46 CME CREDIT HOURS**

10 HOURS OF PRE-COURSE TEXTBOOK READING AND WRITTEN ASSIGNMENTS  
TO BE SUBMITTED PRIOR TO THE LIVE COURSE.

EXTENDED WEEKLY, RELAPSE PREVENTION POST-COURSE  
TELECONFERENCES TO ELEVATE ACCOUNTABILITY AND MINIMIZE POTENTIAL  
FOR VIOLATION.

Produced by  
PBI Education, a trade name of Professional Boundaries, Inc.

Faculty for this course is selected by PBI and approved by the University of  
California, Irvine School of Medicine Office of Continuing Medical Education

## Course Objectives

### Upon completion, participants should:

- Express why and how healthcare professionals are held accountable for adhering to standards of practice, codes of ethics, and state statutes
- Discuss attributes and behaviors that constitute professionalism in the context of health care, and identify specific lapses in their own professionalism
- Explain how professional problems evolve, employing the model of a continuum of boundary impingements
- Express how professional lapses can adversely affect clinical judgment and cause a range of other impacts and harms
- Describe the components of the Boundary Formula™ and apply them to their own violation potential and, if applicable, their infraction
- Create and implement a Personalized Protection Plan that includes strategies, safeguards, and systems to reduce the risk of relapse and improve accountability
- Detect early warning signs of professional problems in themselves and others in order to reduce the risk of future violations

## Course Schedule & Outline

**THE COURSE BEGINS EACH DAY AT 8:00 AM AND CONCLUDES EACH DAY AT 5:00 PM. ALL OTHER TIMES MAY VARY.**

**This course is designed to be an interactive course with specific objectives to accomplish within the designated time frame. Attendee participation in discussions is required throughout. In order to qualify for the 24 CME credit hours, attendees must be present and participating each day from 8:00 am to 5:00 pm. Please make travel arrangements accordingly.**

**- - - ENHANCED AND EXTENDED EDITIONS - - -**

10 hours of pre-course textbook reading and written assignments to be submitted prior to the live course.

**LIVE COURSE, Day 1:  
8:00 AM - NOON**

**I. Professional Boundaries and Ethics - An Introduction to the Course**

- Course overview, goals and objectives
- Disclosure statements, confidentiality statement
- Codes of ethics, oaths and the professional fiduciary duty
- Being held to account: Regulatory boards and the disciplinary process, accountability within healthcare organizations and professional schools, legal requirements and societal expectations
- Differentiating preventive education and remedial education
- Introduction to boundary theory and boundary dynamics
- Defining professional boundaries and professional ethical conduct

**II. The Process and Evolution of Boundary and Ethics Violations**

- Differentiating boundary / ethics drifts, crossings, transgressions, and violations: identifying red flags
- Defining non-sexual and sexual boundary violations
- Recognizing power differentials in the clinician-patient relationship and in supervisory relationships
- Understanding the professional role
- Accepting professional accountability: the higher standard
- Understanding how good professionals can do serious harm to patients, their staff, their workplace, and the profession
- Introducing the Boundary / Ethics Formula™ - an assessment / teaching tool for gauging violation potentials in professionals

**NOON - 1:00 PM  
LUNCH**

**1:00 PM - 5:00 PM**

**III. Participants' Stories and Case Vignettes - Applying What You Have Learned**

- Identifying and resolving ethics / boundary dilemmas
- Discussing and demonstrating ethical processing
- Examining the impact of unprofessional conduct
- Discovering lapses in professional ethical conduct and principles
- Shifting from "cold" ethical state into "hot" ethical state - the disruptive professional and unprofessional conduct

**LIVE COURSE, Day 2:  
8:00 AM - NOON**

IV. Understanding Boundary / Ethics Lapses and the Offending Professional

- Conceptualizing the differences among boundary / ethics drifts, crossings, transgressions, and violations
- Reasoning through gradations of risk
- Describing the spectrum of offenses and typologies of violators
- Discovering the psychodynamics of violations - underlying causes
- Preventing violations by recognizing cognitive distortions and behaviors that precede misconduct

V. Preventing Lapses in Ethics and Boundaries

- Reducing risk factors and vulnerabilities
- Identifying triggers and catalysts that can transform a high violation potential into a frank violation
- Formulating relapse prevention strategies

**NOON - 1:00 PM  
LUNCH**

**1:00 PM - 5:00 PM**

VI. Ethics Self-Assessment Tool and the Boundary / Ethics Formula™

- Becoming aware of professional risk factors
- Identifying personal vulnerabilities
- Reducing your violation potential by lowering risks and vulnerabilities
- Class exercise in PBI Workbook and group discussion: listing professional risk factors

VII. Managing the Clinical Frame to Reduce the Risk of Boundary and Ethics Lapses

- Focusing on increasing awareness of everyday challenges related to managing personal vs. professional boundaries
- Developing attentiveness to patients' vulnerabilities
- Recognizing the role professional behavior plays in clinical teams and its impact on patient safety, employee morale, and productivity

## VIII. Recommendations for Becoming a Safer Healthcare Professional

- Implementing appropriate professional boundaries in the clinical setting with colleagues and staff and within supervisory relationships
- Overseeing your staff and others proactively to maintain healthy professional boundaries and to respect and protect patients
- Employing appropriate communication practices, both in-person and electronically
- Instituting office policies: a Patient's Bill of Rights, procedures for dealing with workplace sexual harassment, etc.
- Managing workplace and clinician-to-clinician conflicts using tactics for deescalation and resolution
- Developing an accountability network of chaperones, supervision, consultations, peers

### **LIVE COURSE, Day 3: 8:00 AM - NOON**

#### IX. Exploitation, Victim Impact, and Victim Empathy

- Understanding a patient's victim potential in order to protect them
- Understanding the harm that is done to the patient if unprofessional behavior occurs
- Taking responsibility for your actions and the consequences to others
- Codependency and Counterdependency - sources of vulnerabilities and elevated violation potentials
- Class exercise in PBI Workbook and group discussion: Listing personal vulnerabilities that could misguide ethical and clinical judgment

#### X. Stages of the Professional's Recovery

- Confrontation Stage
- Crisis Stage
- Grief Stage
- Personal Rehabilitation Stage
- Professional Rehabilitation Stage
- Growth Stage
- Authenticity Stage

**NOON - 1:00 PM**  
LUNCH

## **1:00 PM - 5:00 PM**

### **XI. The Road to Recovery: Challenges That Offending Professionals Face**

- Understanding the impact on marriages and families
- Practicing under guidelines and monitoring
- Accepting increased accountability
- Living in the general community
- Facing your peers and co-workers
- Establishing a balanced life with healthy boundaries
- Appreciating the importance of therapy
- Living with what you have done

### **XII. Creating and Implementing Your Stratified Boundary / Ethics Protection Plan**

- Class Exercise in PBI Workbook: Translating the Boundary Formula™ and integrating course material into a Personalized Protection Plan
- Reducing your violation potential by increasing accountability, confronting resistances, and managing catalysts
- Finalizing a multi-tiered, strategic plan outlining realistic protocols to protect patients, the workplace, and the professional from future ethics and boundary violations
- Final Examination: Oral presentation of your Personalized Protection Plan
- Feedback from classmates and faculty
- Post-test: 30 minutes may be used for a post-test depending upon individual state board educational requirements
- Program Evaluations
- Certificates of Completion issued from the University of California, Irvine School of Medicine

## **5:00 PM**

**ADJOURN**

**- - - EXTENDED EDITION - 12 ADDITIONAL CME CREDIT HOURS AVAILABLE - - -**

### **Teleconference Discussion**

- Telephonic Seminars (Maintenance and Accountability Seminars): 12 hours (twelve 1-hour sessions)

## Accreditation Statement

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education through the joint providership of the University of California, Irvine School of Medicine and Professional Boundaries, Inc. The University of California, Irvine School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

## Designation Statement

The University of California, Irvine School of Medicine designates these live activities each for a maximum of 46 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in activity.

## Disclosure Policy

It is the policy of the University of California, Irvine School of Medicine and the University of California CME Consortium to ensure balance, independence, objectivity and scientific rigor in all CME activities. Full disclosure of conflicts and conflict resolutions will be made prior to the activity in writing via handout materials, insert, or syllabus.

## California Assembly Bill 1195

This activity is in compliance with California Assembly Bill 1195, which requires continuing medical education activities with patient care components to include curriculum in the subjects of cultural and linguistic competency. For specific information regarding Bill 1195 and definitions of cultural and linguistic competency, please visit the CME website at <http://www.meded.uci.edu/cme/>