



# PBI Medical Ethics and Professionalism

Facilitated Live, Intensive, Small Group Format  
*Remedial and Interventional\**

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In Joint Providership with the University of California, Irvine School of Medicine

**UCI** School of Medicine



22 CME Credit Hours\*\*  
*Approved for AMA PRA Category 1 Credits™*

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## **\*Note:**

This comprehensive course addresses ethical and professional misconduct and transgressions to fulfill educational recommendations or requirements. Course faculty review each participant's pre-course assignment submissions, including referral documentation, to personalize instruction and address specific concerns or practice gaps.

Clinicians who wish to take the course solely for CME credit are welcome to enroll.

## **\*\*Extended Edition - Post-Course Follow-Up:**

The Extended Edition provides a longitudinal educational experience, offering continued accountability and 12 additional CME credit hours. See page six for details.

## Summary

Our most comprehensive ethics program, this two-day course is grounded in the premise that everyone has the potential to commit an ethical violation or violate professional expectations. The course addresses and remediates issues rooted in lack of adherence to laws, rules, guidelines, codes, or policies.

The course is facilitated in a highly interactive, small-group format and taught by one primary faculty member who reviews each participant's pre-course assignment submissions. This pre-review allows faculty to be aware of each participant's unique background and cause(s) for referral and use this information to structure and personalize their facilitation of each course. Participants are guided to see where they initially went astray, gain critical insight into why it happened, and are held accountable to prevent future missteps by creating and presenting a Personalized Protection Plan<sup>©</sup>. This novel framework for remediation is known as the PBI Method<sup>©</sup>, a process-oriented approach to achieve impactful and lasting educational intervention.

## Reasons for Referral

Common reasons for referral to this course include:

- Bending or breaking laws or rules (Noncompliance with orders, agreements, deadlines)
- Driving under the influence (DUI/DWI)
- Financial improprieties (Fraud, inappropriate billing, over diagnosing, over-treating, waiving copays)
- HIPAA or confidentiality violations
- Misrepresentation (Cheating, falsification, inaccurate or inappropriate advertising, lying or omission of information)
- Practicing with an expired license

## Course Objectives

Upon completion, participants should be able to:

- Comply with standards of practice and codes of ethics
- Improve clinical decision making by minimizing negative influencers
- Adhere to professional ethics with resultant improvements in professional-patient interaction, which can enhance clinical outcomes
- Reduce potential transgressions through the development of systems that can be implemented into clinical practice
- Become aware of the early warning signs indicative of ethical dilemmas and boundary problems
- Create an ethics-based Formula<sup>©</sup> and implement a tiered Personalized Protection Plan to maintain ethical integrity

## Faculty

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

## Pass/Fail Criteria

This interactive course has specific objectives to accomplish within the designated time frame. Participation in discussions is required throughout. To pass and qualify for the CME credit hours, attendees must be present and participate for the full duration of the course.

Upon conclusion of the course, pass/fail determinations are made on an individual basis, at the discretion of PBI and in accordance with course accreditation standards. Determinations are based on the following:

- Demonstrated understanding of educational content
- Demonstrated ability to achieve the learning objectives
- Compliance with course requirements including submission of pre-course assignments, adherence to participation and engagement standards, and passing the final oral examination at the conclusion of the course (i.e., presentation of a comprehensive Personalized Protection Plan©).

*An additional graded, written final examination can be made available upon request when required by a regulatory agency, board, or college. Requests must be made in writing to PBI Education **prior** to course commencement.*

## Post-Course Participation Report

For referring entities interested in additional insight into a professional's participation in a course, an Accomplishments, Impressions, and Recommendations (AIR) Letter can be provided upon request. This letter is designed to expand the referrer's understanding of the attendee's accomplishments of course objectives through their course work, offer individualized faculty impressions of the attendee's participation and interactions during the course, as well as include faculty recommendations, if any, for continuing education, assessments, therapy, or any other resources that they may see as providing opportunities for growth and enhanced remediation.

Requests for AIR Letters should be made in writing in the referral documentation.

[Click here to learn more.](#)

## Content Timeline

### Overview:

The course begins each day at 8:30 AM and concludes each day at 5:00 PM. Lunch and break times may vary as needed. Please make arrangements accordingly.

- Pre-course Assignments: Eight (8) hours of pre-course reading and written assignments submitted prior to the course
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### Day One

8:30 AM to 9:00 AM

Introduction, Goals, and Objectives

- Check-in and course overview
- Review of ACCME protocols and UCI CME accreditation
- Faculty financial disclosure and introduction
- Defining the objective and goals for the course

9:00 AM to 10:30 AM

Review of pre-course assignments

- Readings, written assignments, research assignment, The PBI Professional Boundaries & Ethics Self Assessment Tool
- Orientation to the workbook for in-class assignments and group discussions

Practical Ethics and Professionalism

- The relationship between professional boundaries and ethics
- Challenges of staying within the clinical sphere
- Ethical processing and its impact on clinical decision making
  - The slippery slope between appropriate ethical processing and an ethical violation
  - Objective vs. subjective ethical processing / Cold Ethics vs. Hot Ethics
- Utilizing the PBI Formula©: A tool for analyzing a professional's potential to commit an ethical violation

10:30 AM to 10:45 AM

Break

10:45 AM to 12:00 PM

Learning From Our Individual Journeys

- Class discussions:
  - Taking accountability for past behaviors and decisions, learning from our misjudgments, and moving forward as professionals
  - Processing ethical drifts, crossings, transgressions, and violations
  - Gaining insight into risk factors, personal vulnerabilities, and resistance levels

12:00 PM to 1:00 PM  
Lunch

1:00 PM to 3:00 PM  
Learning from Our Individual Journeys (cont.)

3:00 PM to 3:15 PM  
Break

3:15 PM to 5:00 PM  
Understanding the Impact of a Violation

- Introduction to the Four Laws
    - Everyone has a Violation Potential (VP)
    - Perception is 9/10 of the law
    - Protect yourself at all times - maintaining privileges, licensure, and trust
    - The role and mission of your regulatory agency
  - Recognizing the impact of potential or perceived harm to patients
  - The domino effect of an ethical violation
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## Day Two

8:30 am to 10:30 am  
Specific Ethical Considerations

- Billing and record keeping issues
- Chaperones
- Communication issues
- Confidentiality, privacy, HIPAA, and Protected Health Information
- Cultural issues
- Prescribing issues
- Social issues

10:30 AM to 10:45 AM  
Break

10:45 AM to 12:00 PM  
Risk Management - Protecting the Public, the Profession, and Yourself

- Identifying the personal risk factors, vulnerabilities, resistances, and catalysts that elevate violation potential and have a negative influence on ethical processing
- Codependency
  - Risk taking and denial
- The road to recovery and understanding the stages of rehabilitation

The Boundaries and Ethics Self Assessment Tool

- Review of submissions and group discussion

- Identifying specific personal risk factors and vulnerabilities

12:00 PM to 1:00 PM

Lunch

1:00 PM to 3:00 PM

A Roadmap for Preventing Ethical Lapses

- Practical do's and don'ts; recognizing early warning signs of potential problems
- Orientation to the PBI Personalized Protection Plan
  - Guidelines for developing a multi-tiered strategic plan outlining realistic protocols to protect patients, the workplace, and the professional from ethics violations
- Workbook: Outline your Personalized Protection Plan

3:00 PM to 3:15 PM

Break

3:15 PM to 5:00 PM

Personalized Protection Plans© and Final Examination

- Integrating course material and discussion into the creation of a Personalized Protection Plan©
- Final Examination - Case-based discussion and oral presentation of your Personalized Protection Plan© for feedback from classmates and faculty

## Extended Edition — Post-Course Follow-Up

### Extended Edition Overview:

The Extended Edition includes a longitudinal follow-up component for increased accountability and extended learning. Upon completion of the live portion of the course, participants enrolled in the Extended Edition attend a total of 12 Maintenance and Accountability Seminars. These seminars focus on implementation into practice of the Personalized Protection Plan©, developed in the live course. Through continuous, real-time faculty feedback and peer review, participants' potential for relapse is minimized. [PBI Maintenance and Accountability Seminars](#) consist of weekly, one-hour, faculty-led group teleconference seminars.

The Extended Edition confers a total of 34 CME Credit Hours (22 for the live course + 12 for post-course follow-up component).

### Extended Course Timeline:

1. Upon completion of the live course, Extended Edition participants will submit their Personalized Protection Plan© for faculty review.
2. Extended Edition participants will then select their preferred cohort and begin participation in Maintenance and Accountability Seminars one hour weekly for a total of 12 seminars. Cohorts are scheduled on weekday evenings and are

subject to availability. This portion of the course takes approximately 12-14 weeks to complete.

3. Extended Edition participants receive a completion certificate upon finishing the live course and a second completion certificate upon finishing the extended component.

### **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 (ACCME) 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 for a maximum of 34 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the 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 and 241**

This activity is in compliance with California Assembly Bill 1195 and 241, which require CME activities with patient care components to include curriculum in the subjects of cultural and linguistic competency & implicit bias. It is the intent of AB 1195 and AB 241 to encourage physicians and surgeons, CME providers in the State of California, and the Accreditation Council for Continuing Medical Education to meet the cultural and linguistic concerns of a diverse patient population and reduce health disparities through appropriate professional development. Please see the CME website, [www.meded.uci.edu/cme](http://www.meded.uci.edu/cme), for AB 1195 and AB 241 resources.