



## **PBI Professional Boundaries Course**

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



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

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### **\*Note:**

This comprehensive course addresses professional boundary 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.

### **\*\*Enhanced and Extended Edition - Pre and Post-Course Follow-Up:**

The Enhanced Edition provides a more comprehensive pre-course. The Extended Edition provides both an extended pre-course and a longitudinal educational experience, offering continued accountability and 12 additional CME credit hours. See page seven for details.

## **Summary**

This course addresses and aims to remediate issues that are relationship-based. Participants arrive at the seminar primed by the pre-course readings, assignments, and self-assessment exercises—springboards for the process of introspection and self-critique. During the course, PBI expert faculty lead participants in examining how and why their professional practices, responses to stress, and personal or situational factors initially put them at risk for exercising poor judgment or rationalizing improper behavior.

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:

- Addictions (Chemical, Behavioral (i.e. gambling, pornography, etc.))
- Dual relationships (Inappropriate financial, business, or non-sexual social relationships, including with coworkers or trainees, Prescribing to friends, family, or coworkers)
- Failure to use a chaperone when indicated or requested
- Inappropriate use of social media, text, or email with patients/significant third parties, coworkers, or students
- Lending or borrowing money, or giving gifts to coworkers, students, or patients or their significant third parties
- Practicing outside of scope
- Sexual boundary violations (Examination of sensitive body areas without gloves, sexualized language, looks, or physical contact even if consensual with current or former patients, coworkers, students, or patients' significant third parties)
- Supervisory issues (Inadequate supervision/delegation, insubordination)

## Course Objectives

Upon completion, participants should be able to:

- 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 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

## 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 8:00 AM and concludes each day at 4:30 PM. Lunch and break times may vary as needed. Please make arrangements accordingly.

- **Essential Edition Pre-course Assignments:** Three (3) hours of pre-course reading and written assignments submitted prior to the course
  - **Enhanced and Extended Edition Pre-Course Assignments:** Thirteen (13) hours of pre-course reading and written assignments submitted prior to the course
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### Day One

8:00 AM to 8:30 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

8:30 AM to 10:30 AM

Professional Boundaries and Ethics - An Introduction to the Course

- Codes of ethics, oaths and the professional fiduciary duty
- Being held to account
- Differentiating preventive education and remedial education
- Introduction to boundary theory and boundary dynamics
- Defining professional boundaries and professional ethical conduct

10:30 AM to 10:45 AM

Break

10:45 AM to 12:00 PM

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 PBI Formula© - an assessment / teaching tool for gauging violation potentials in professionals

12:00 PM to 1:00 PM

Lunch

1:00 PM to 3:00 PM

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

3:00 PM to 3:15 PM

Break

3:15 PM to 4:30 PM

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

## Day Two

8:00 AM to 10:30 AM

Understanding Boundary / Ethics Lapses and the Offending Professional

- Conceptualizing the differences among boundary / ethics drifts, crossings, transgressions, and violations
- Discovering the psychodynamics of violations - underlying causes
- Preventing violations by recognizing cognitive distortions and behaviors that precede misconduct

10:30 AM to 10:45 AM

Break

10:45 AM to 12:00 PM

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

12:00 PM to 1:00 PM

## Lunch

1:00 PM to 3:00 PM

### Self-Assessment Tool and the Formula©

- Becoming aware of professional risk factors
- Identifying personal vulnerabilities
- Class exercise in PBI Workbook and group discussion: listing professional risk factors

### 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

3:00 PM to 3:15 PM

### Break

3:15 PM to 4:30 PM

### Steps to 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

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## Day Three

8:00 AM to 10:30 AM

### 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

10:30 AM to 10:45 AM

Break

10:45 AM to 12:00 PM

Stages of the Professional's Recovery

12:00 PM to 1:00 PM

Lunch

1:00 PM to 3:00 PM

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

3:00 PM to 3:15 PM

Break

3:15 PM to 4:30 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 46 CME Credit Hours (34 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 46 *AMA PRA Category 1 Credits*<sup>™</sup>. 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.