



PBI Medical Chaperone Training Program

Interactive Online Course
*Preventative and Non-Remedial**

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

UCI School of Medicine

2 CME Credit Hours

Approved for AMA PRA Category 1 Credits™

***Note:**

This self-paced, online course is not remedial in nature and not intended to fulfill interventional or remedial course requirements.

Summary

The goal of a medical chaperone is to serve independently as a responsible, neutral, and objective third-party during clinical encounters. This course is designed to provide the knowledge and skills necessary for one to serve as an effective chaperone, a valued member of the healthcare team. Through their presence, effectively trained chaperones can:

- Protect the interests and well-being of patients
- Verify the content of clinical conversations and physical exams
- Provide documentation regarding clinical encounters

Course Objectives

Upon completion, participants should be able to:

- Describe the variety of clinical settings in which a chaperone is used
- Discuss the ways that chaperones contribute to professional accountability in the delivery of health care
- Articulate the chaperone's responsibilities to patients, clinicians, institutions, and others (as applicable)
- Demonstrate techniques of observation in a variety of clinical scenarios
- Explain draping techniques for various types of physical examinations
- Illustrate ways of handling challenging situations, such as occasions when there may be objections to the presence of a chaperone or when the chaperone believes that something out of the ordinary has occurred
- Correctly document a chaperone's presence and involvement in any clinical encounter

Pass/Fail Criteria

This is an interactive, self-guided, online course. In order to qualify for the 2 CE credit hours, attendees must fully participate in the various knowledge checks throughout and receive a passing score of 80% on the final exam.

Content Timeline

Overview:

- Readings and Interactive Knowledge Checks: 1 hour and 30 minutes
 - Mandatory Final Exam: 30 minutes, the minimum passing score required is 80%
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1. Introduction
 - a. Goals and objectives
2. Chaperone Overview
 - a. Chaperoning friends, family, etc.
 - b. Overview of a chaperone's presence
3. Chaperone's Role and Responsibilities
 - a. Navigating the first day
 - b. Navigating interactions
 - c. Gowning and draping of the patient
 - d. Gloving and gowning of the healthcare professional
 - e. Appropriate and inappropriate communication
 - f. Intimate examinations
 - g. Professional boundaries
 - h. How to handle harassment
 - i. HIPAA compliance
4. Specific Clinical Scenarios
5. Documentation and Reporting Responsibilities
 - a. Accountability through documentation
 - b. Challenges with patients
 - c. When do you have a duty to report?
 - d. How, when, and to whom to report
6. Personal Relationships
 - a. Romantic situations
 - b. Personal connections
7. 7. Final Examination

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 Statements

The University of California, Irvine School of Medicine designates these live activities for a maximum of 2 *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, for AB 1195 and AB 241 resources.