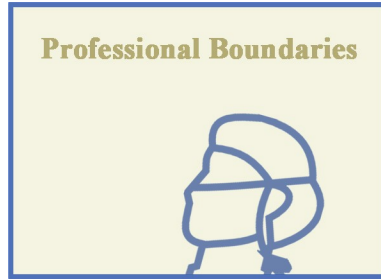


### Cultural and Linguistic Competency

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. Cultural competency is defined as a set of integrated attitudes, knowledge, and skills that enables health care professionals or organizations to care effectively for patients from diverse cultures, groups, and communities. Linguistic competency is defined as the ability of a physician or surgeon to provide patients who do not speak English or who have limited ability to speak English, direct communication in the patient's primary language. Cultural and linguistic competency was incorporated into the planning of this activity. Additional resources on cultural and linguistic competency and information about AB1195 can be found on the UCSD CME website at <http://cme.ucsd.edu>.

### Faculty Disclosure

It is the policy of the University of California, San Diego School of Medicine to ensure balance, independence, objectivity and scientific rigor. All persons involved in the selection, development and presentation of content are required to disclose any real or apparent conflicts of interest. All conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms 1) altering the financial relationship with the commercial interest, 2) altering the individual's control over CME content about the products or services of the commercial interest, and/or 3) validating the activity content through independent peer review. All persons are also required to disclose any discussions of off label/unapproved uses of drugs or devices. Persons who refuse or fail to disclose will be disqualified from participating in the CME activity.



University of California, San Diego School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The University of California, San Diego School of Medicine designates this live activity for a maximum of 39.50 AMA PRA Category 1 Credits™.

Physicians should only claim credit commensurate with the extent of their participation in the activity.



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## *Professional Boundaries Program*

### **2016 Course Dates:**

*February 18-20*

*May 19-21*

*September 8-10*

*October 13-15*

*December 1-3*

*Dates subject to change*

*Cost = \$3,500*

***Telephone: 619-543-6770***



UNIVERSITY of CALIFORNIA  
SAN DIEGO  
SCHOOL OF MEDICINE

# Professional Boundaries Program

The Professional Boundaries Program is a three-day course designed to facilitate self-assessment, change, as well as implementation and integration of newly acquired tools and insights.

Day One:

- Introduces the concept of roles, boundaries and power, as well as the underlying biological component to this type of behavior.

Day Two:

- By understanding core emotions and their importance in the practice of medicine, participants are assisted in implementing appropriate and effective behavioral changes.

Day Three:

- Facilitates integration as the group observes, interacts, and provides feedback to each other. Concepts relating to power, communication and male-female differences are examined and applied to the clinical setting. Participants develop useful tools for help formulating prevention plans to incorporate into the workplace.

The Professional Boundaries Program is highly experiential, helping to facilitate active learning and promote lasting change.

This unique program offers

professionals an opportunity to obtain educational information and personalized assessment in a highly sensitive, supportive, and confidential environment away from the workplace.

When would a referral to this program be appropriate? Courts and licensing boards can refer participants as part of alternative sentencing. Human resource and risk management departments can utilize this program as part of employee probation. Attorneys can also refer individuals as part of 'Alternative Dispute Resolution' agreements.

## Needs Assessment

The content of this educational program was determined by rigorous assessment of educational need and includes program feedback, expert faculty assessment, follow-up and new knowledge in the area of professional boundaries.

## Who is the Program for?

This intensive training program has been developed to meet the needs of the professional who:

- Has had a complaint or grievance filed against him/her for sexual harassment and/or misconduct of a sexual nature in the workplace
- Is at risk of losing their job, practice, or career due to allegations of sexual harassment.
- Is on probation while under investigation for sexual harassment, sexual misconduct, or creating a hostile work environment.
- Needs to meet court or employer recommendations to obtain education in intensive sexual harassment prevention training.
- Appears interpersonally insensitive and lacks knowledge about sexual harassment in the workplace, and thus places the organization at risk for potential personnel/legal problems

## Goals and Objectives

At the end of this CME activity, participants should be able to:

- Express greater understanding of the multiple issues/factors that contribute to sexual harassment and sexual misconduct in the workplace.
- Integrate increased knowledge and understanding of the impact of sexual harassment and sexual misconduct on victims and the work environment (empathy training).
- Express improved insight into personal attitudes and paradigms about work, power, self esteem, gender, culture, and issues of sexuality.
- Express improved identification and exploration of cultural value and boundary clarification.
- Express improved ability to cope effectively and appropriately with anger, frustration, change, or other feelings and/or situations that increase the risk of sexual harassment and sexual misconduct.
- Express improved ability to regularly engage in appropriate workplace behaviors.

## Course Instructors:

R. Christopher Searles, M.D., H.S.  
Kai MacDonald, M.D.  
Andrés Sciolla, M.D.  
Kristin Bell, M.D.

*The Professional Boundaries Program can assist individuals and organizations in gaining a deeper understanding of why boundaries are often violated in health care settings.*