

## RECOMMENDED EDUCATIONAL RESOURCES FOR MEDICAL STAFF WHO HAVE RECEIVED A COMPLAINT

### Principles and Context

Resolution of complaint matters often involves recommending medical staff to participate in relevant educational programs. The following summary provides evidence based virtual education options for remedial education. Activities are accredited by an organization recognized by the Royal College of Physicians and Surgeons of Canada and/or the College of Family Physicians of Canada.

Self-directed, solitary, asynchronous or unaccredited activities are generally not considered reasonable remedial options, particularly considering best practices for adult professional remediation, education, and ultimately, behavioural change.

### 1. Communication Courses (Patient and Team Focused)

<b>Saegis</b>	
1.1 Clinical Communication Program	<p>The real-world, results-focused approach includes development of a tailored workable action plan.</p> <p><b>Key program elements</b></p> <ul style="list-style-type: none"> <li>• Program is limited to six participants to deliver more customized and focused training.</li> <li>• Tailored activities to meet the specific communication training needs of each participant.</li> <li>• Creation of a trusting, supportive environment conducive to learning and self-reflection.</li> <li>• Establishment of a climate free from embarrassment, threat or shame where participants feel comfortable extending themselves.</li> <li>• Development of a workable action plan to provide direction for participants in the long term.</li> <li>• Support from a facilitator throughout the whole program (before, during and after the online group “workshop” component) to assist with the change process.</li> </ul> <p><b>Duration</b> 29 weeks, consisting of three phases:</p> <ul style="list-style-type: none"> <li>• Phase 1 – preparation and goal setting</li> <li>• Phase 2 – five week online group training</li> <li>• Phase 3 – 18 weeks of implementation and coaching activities</li> </ul> <p><b>Learning Objectives</b> Upon completion of this program, participants will be able to:</p>

	<ul style="list-style-type: none"> <li>• Enhance communications skills.</li> <li>• Decrease incidences of complaints and claims.</li> <li>• Improve the understanding of the factors influencing interpersonal performance.</li> <li>• Enable the participant to successfully apply practical skills in the workplace.</li> </ul> <p><a href="https://saegis.solutions/en/program/clinical-communication-program-virtual/">https://saegis.solutions/en/program/clinical-communication-program-virtual/</a></p>
<p>1.2 Communicating Unexpected Outcomes</p>	<p>Designed to improve transparency with patients and families after unexpected clinical outcomes, including those resulting from errors in care. The program will enhance the communication skills of individual providers, healthcare teams and organizations for disclosing clinical errors with honesty, empathy and respect. Participants will also learn to improve their support of other team members in these often-difficult circumstances.</p> <p><b>Strengths of the Program</b></p> <ul style="list-style-type: none"> <li>• Improved transparency and communications</li> <li>• Enhanced communication skills</li> <li>• Effective support for team members faced with these circumstances</li> </ul> <p><b>Topics Covered</b></p> <ul style="list-style-type: none"> <li>• The importance of timely and compassionate disclosure</li> <li>• Individual, team and organization accountability and support</li> <li>• Patient-centered disclosure</li> </ul> <p><b>Duration</b> Four hours – two two-hour sessions</p> <p><b>Learning Objectives</b> Upon completion of this program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe obligations to disclose, and common barriers and solutions</li> <li>• Outline circumstances when it is best to call for help and where to obtain such help</li> <li>• Outline the professional accountabilities of individual healthcare providers, healthcare interprofessional teams, and organizations for disclosure communications</li> <li>• Describe who is accountable for disclosure</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the common needs of patients experiencing unexpected clinical outcomes, and how to meet these</li> <li>• Recognize the importance of communicating factual information on what has happened, including what is being done to prevent further occurrences</li> <li>• Engage with the patient's psychological and emotional state, including how to effectively deal with disappointment and anger</li> <li>• State the importance of genuine apology, and how to appropriately apologize</li> <li>• Describe when and how to plan for initial disclosure as an interprofessional team and discuss a clinical error in a blame-free way</li> <li>• Demonstrate ways to effectively communicate with patients with unexpected clinical outcomes, including those when something has gone wrong</li> <li>• Describe at least three principles for documentation of disclosure</li> <li>• Summarize at least two ways to emotionally support themselves as a provider and also help their colleagues and team</li> <li>• Develop an institutional plan for the workplace</li> </ul> <p><a href="https://saegis.solutions/en/program/communicating-unexpected-outcomes-clinician-masterclass-online/">https://saegis.solutions/en/program/communicating-unexpected-outcomes-clinician-masterclass-online/</a></p>
<p>1.3 Effective Team Interactions</p>	<p>This workshop-style online program provides practical strategies for effectively interacting with colleagues in a team environment. Participants will be equipped with skills that ensure clearer communication between healthcare colleagues, reduce risk and lead to improved patient safety.</p> <p><b>Strengths of the Program</b></p> <ul style="list-style-type: none"> <li>• Developed in partnership with the CMPA, this program leverages the CMPA's breadth of knowledge and understanding of physicians' needs and healthcare safety issues</li> <li>• Taught by experienced faculty</li> <li>• Evidence-based</li> <li>• Highly interactive and practical</li> </ul> <p><b>Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Team communication in the context of safe patient care</li> <li>• The concept of psychological safety allowing team members to raise concerns</li> <li>• Active listening and assertive communication skills</li> <li>• Situational awareness</li> </ul>

	<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>• Seven hours. Currently offered online as three two-hour online sessions and one one-hour session delivered over the course of four weeks.</li> </ul> <p><b>Learning Objectives</b></p> <p>Upon completion of this program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how the attributes of effective teams contribute to reliable patient outcomes</li> <li>• Demonstrate communication strategies that support effective team functioning</li> <li>• Identify opportunities for teams to implement psychological safety</li> <li>• Demonstrate effective use of one structured communication tool to accurately, clearly, and efficiently share information within a healthcare team</li> <li>• Demonstrate assertive communication approaches for addressing a healthcare-related safety concern</li> <li>• Develop a clear and actionable change plan to improve team communication</li> </ul> <p><a href="https://saegis.solutions/en/program/effective-team-interactions-online">https://saegis.solutions/en/program/effective-team-interactions-online</a></p>
<p><b>PBI Education – Professional Boundaries Inc., University of California at Irvine</b></p>	
<p>1.4 Elevating Civility and Communication in Health Care (CC-30)</p>	<p>Two versions of this course are offered:</p> <ul style="list-style-type: none"> <li>• Essentials (7.5 hours of pre-course work, three-day course)</li> <li>• Extended (above + three months of weekly one-hour coaching)</li> </ul> <p><b>Summary:</b> Breakdowns in communication, within teams or with patients, can occur in many ways. Common examples include outbursts of anger, misunderstandings of tone or volume of voice, cultural differences, inappropriate humor, the use of touch, and others. All of these breakdowns can result in stressful work environments, costly turnover in staff, and poor clinical outcomes. This process-driven, highly interactive, three-day course is designed to remediate distressed clinicians who employ a broad range of unproductive or challenging communication behaviors. Our confidential and non-judgmental small-group seminar format creates a safe environment for honest disclosure and self-assessment. Participants' insights drive the composition of</p>

	<p>their own stratified Personalized Protection Plan, which they present at the conclusion of the course as their final oral examination to the faculty and class in a peer-review-type format.</p> <p><b>Causes for referral</b></p> <ul style="list-style-type: none"> <li>• Difficulty in showing sensitivity or empathy</li> <li>• Disruptive behavior             <ul style="list-style-type: none"> <li>◦ Belittling, bullying, or harassment</li> <li>◦ Passive aggression</li> <li>◦ Verbal outbursts</li> </ul> </li> <li>• Inappropriate humor</li> <li>• Ineffective, unproductive, or uncollegial team or clinical communication</li> <li>• Lack of awareness about how one comes across to others</li> <li>• Poor conflict management             <ul style="list-style-type: none"> <li>◦ Failure to professionally manage challenging situations or individuals</li> </ul> </li> </ul> <p><b>Note:</b> This course is <i>not</i> intended to substitute for anger management treatment or to address or remediate substance abuse, undiagnosed or untreated mental health conditions, or physically abusive behavior. Should these sorts of issues emerge during the course, the faculty will discuss with the participant and the referring entity the need for a formal assessment.</p> <p><a href="https://pbieducation.com/courses/cc-30/">https://pbieducation.com/courses/cc-30/</a></p>
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## 2. Boundaries Courses

<p><b>CPEP – Centre for Personalized Education for Professionals</b></p>	
<p>2.1 PROBE: Ethics and Boundaries Program</p>	<p><i>PROBE</i> Canada is an ethics and boundaries course specifically designed to meet the unique needs of Canadian healthcare professionals.</p> <p><i>PROBE</i> Canada (Professional, Problem-Based Ethics) is a non-adversarial ethics and boundaries program for <b>all</b> healthcare professionals – not just physicians.</p> <p>Intensive small group sessions target participants' unprofessional or unethical behavior, such as:</p> <ul style="list-style-type: none"> <li>• Misrepresentations</li> <li>• Boundary crossings</li> <li>• Financial improprieties, and other lapses</li> </ul>

	<p>Discussions and case analyses facilitate participant “probing” into why they went astray and recommitting to professional ideals. After the seminar, participants submit a final essay that shows understanding of the Program content and the ability to apply the content to the reasons for referral. Guidance and support for completing this assignment are provided through detailed written instructions and verbal advice from faculty. Participants receive a certificate of completion and a final grade at the conclusion of the Program. This course is designed to fulfill regulatory college or credentialing requirements for remedial education. To date, participants have come from seven Canadian provinces and have included dental professionals, pharmacists, physiotherapists, physicians, trainees and others.</p> <p><a href="https://www.cpepdoc.org/cpep-courses/probe-ethics-boundaries-program-canada/">https://www.cpepdoc.org/cpep-courses/probe-ethics-boundaries-program-canada/</a></p>
<p><b>PBI Education – Professional Boundaries Inc., University of California at Irvine</b></p>	<p>Adapted for Canadian Participants</p>
<p>2.2 Professional Boundaries and Ethics (PB-24)</p>	<p>Three versions of this course are offered:</p> <ul style="list-style-type: none"> <li>• Essential (three hours pre-course work, three-day course)</li> <li>• Enhanced (13 hours pre-course work, three-day course)</li> <li>• Extended (enhanced + three months of weekly one-hour coaching)</li> </ul> <p><b>Summary:</b> This course is grounded in the premise that everyone has the potential to commit a boundary violation or violate professional expectations. Either sexual or non-sexual, these boundary issues occur when professional lines are crossed. The goal of the course is to address and 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, participants examine 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. Participants complete the course by producing</p>

and orally presenting a tiered Personalized Protection Plan to their classmates and the faculty for constructive critique. This Plan is designed to avoid future wrongdoing, safeguard patients and colleagues, and honor the reputation of their profession moving forward.

#### **Causes for referral**

- Addictions
  - Chemical
  - Behavioral (i.e., gambling, pornography)
- Dual relationships (including with coworkers or trainees)
  - Inappropriate financial, business, or non-sexual social relationships
  - 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

\*Disruptive behavior, poor conflict management, inappropriate humor, outbursts, or other communication issues are best addressed in the [Elevating Civility and Communication in Health Care Course](#).

#### **Learning objectives**

- 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

	<p>identify specific lapses in their own professionalism</p> <ul style="list-style-type: none"> <li>• Explain how professional problems evolve, employing the model of a continuum of boundary impingements</li> <li>• Express how professional lapses can adversely affect clinical judgment and cause a range of other impacts and harms</li> <li>• Describe the components of the Formula© and apply them to their own violation potential and, if applicable, their infraction</li> <li>• Create and implement a Personalized Protection Plan that includes strategies, safeguards, and systems to reduce the risk of relapse and improve accountability</li> <li>• Detect early warning signs of professional problems in themselves and others in order to reduce the risk of future violations</li> </ul> <p><a href="https://pbieducation.com/courses/pb-24/">https://pbieducation.com/courses/pb-24/</a></p>
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### 3. Ethics and Professionalism Courses

<p><b>PBI Education – Professional Boundaries Inc., University of California at Irvine</b></p>	<p>Adapted for Canadian Participants</p>
<p>3.1 Medical Ethics and Professionalism (ME-22)</p>	<p>Two versions of this course are offered:</p> <ul style="list-style-type: none"> <li>• Essential (ME-22) eight hours pre-course work, two-day course, post course readings at month six and twelve</li> <li>• Extended (ME-22 Extended) essential + three months of weekly one-hour coaching</li> </ul> <p><b>Summary:</b> This 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. 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, participants examine 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. Participants complete</p>

the course by producing and orally presenting a tiered Personalized Protection Plan to their classmates and the faculty for constructive critique. This Plan is designed to avoid future wrongdoing, safeguard patients and colleagues, and honor the reputation of their profession moving forward.

#### **Causes for referral**

- Bending or breaking laws or rules
  - Noncompliance with orders/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 on an expired license

#### **Learning objectives**

- 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 improve clinical outcomes
- Reduce their 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© and implement a tiered Personalized Protection Plan to maintain ethical integrity

<https://pbieducation.com/courses/me-22>

#### 4. Prescribing

<p>4.1 CPSBC – Prescribers Course</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• identify unsafe prescribing patterns</li> <li>• recognize potential red flag behaviors in patients with substance use disorders</li> <li>• identify common clinical pitfalls in the prescribing of drugs of potential misuse/abuse to patients</li> <li>• develop a tool kit and strategies to assist in the management of chronic non-cancer pain (CNCP) with controlled medications</li> <li>• identify and apply clinical interviewing strategies that assist in the management of challenging cases in the office setting</li> <li>• develop and safely apply strategies to detect and manage potential misuse/abuse of controlled medications in clinical practice</li> <li>• implement changes to practice as a result of attending this course and reflecting on the implications of its content</li> </ul> <p>One-day course</p> <p><a href="https://cpsbc.ca">Continuing professional development   College of Physicians and Surgeons of BC (cpsbc.ca)</a></p>
<p>4.2 Chronic Pain Management Conference (TFME)</p>	<p>This conference equips the clinician to work with the most difficult chronic pain patients, patients with complex chronic pain. These patients' pain frequently erodes non-medical domains of function, such as social, work and family relationships. This one-and-a-half day course builds the knowledge base and skills necessary to work productively with these patients. There is a focus on recognition of substance misuse and addiction as prescribed medication sometimes leads to decreasing function in these patients. Because this work can be challenging, attention is also directed to maintaining clinician well-being and emotional balance. Optional half-day sessions are offered in cognitive behavioral therapy and advanced interviewing skills..</p> <p>Program and registration information available at <a href="https://tfme.org/events/pain-management-conference/">https://tfme.org/events/pain-management-conference/</a>.</p>
<p><b>PBI Education – Professional Boundaries Inc., University of California at Irvine</b></p>	

4.3 Prescribing: Opioids, Pain Management, and Addiction (RX-21)

Two versions of this course are offered:

- Essentials (six hours of pre-course work, two-day course)
- Extended (essentials + three months of weekly one-hour coaching)

**Summary:** More than just a course in sound prescribing practices, this course reaches beyond. We examine the personal and professional reasons why clinicians fail to prescribe properly. Both broad and deep, the curriculum covers common misconceptions about opioids, assessment of patients for misuse potential, setting prescribing-related boundaries, team-based pain management approaches, and compliance with documentation, laws, and rules.

An intensive pre-course component personalizes the course content to be state and profession specific. In addition, and building on insights into why clinicians prescribe inappropriately, participants develop a Personalized Protection Plan. This plan is designed to help them maintain their newfound knowledge base and prevent prescribing-related lapses.

**Causes for referral**

- Chronic pain: inadequate treatment or management
- Controlled dangerous substance (CDS): inappropriate or unsafe prescribing
- Documentation of prescribing that does not comply with laws and regulations
- Poor understanding of drug dependence, addiction, and misuse potential
- Prescribing to friends, family, or coworkers\*
  - \*This is also considered a professional boundary issue. A professional boundaries course should be considered in addition to a prescribing course.

**Learning objectives**

- Implement safer, more effective treatment with improved outcome through the application of a comprehensive knowledge of the spectrum of pain medications

	<ul style="list-style-type: none"> <li>• Apply the prescribing laws and regulations into clinical practice for the safe and effective use of opioids and controlled substances</li> <li>• Produce and maintain medical records documenting compliance prescribing laws and documenting appropriate management and treatment of chronic pain</li> <li>• Differentiate opioid dependency and addiction to minimize abuse potential and maximize pain management</li> </ul> <p><a href="https://pbieducation.com/courses/rx-21/">https://pbieducation.com/courses/rx-21/</a></p>
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## 5. Medical Record Keeping Courses

<p>5.1 CPSBC – MRK for Physicians Course</p>	<p>The <b>interactive four-hour virtual workshop</b> is facilitated by two physicians. Case-based examples and simulated patient encounters will be used to demonstrate the practice of effective clinical record keeping.</p> <p>At the conclusion of the workshop, participants will:</p> <ul style="list-style-type: none"> <li>• recognize the regulatory requirements of the medical record (CMPA, Medical Services Commission and College)</li> <li>• have discussed the different types of physician-patient encounters and document appropriately</li> <li>• have identified and incorporated innovative changes to their medical record keeping</li> <li>• have demonstrated knowledge and understanding of what a good medical record entails</li> </ul> <p><a href="https://www.cpsbc.ca/registrants/current-registrants/cpd">https://www.cpsbc.ca/registrants/current-registrants/cpd</a></p>
<p>5.2 CPSBC – MRK Course for Psychiatrists</p>	<p>On hold</p> <p><b>Learning objectives</b></p> <p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the regulatory requirements of the medical record <ul style="list-style-type: none"> <li>• CMPA, Medical Services Commission (MSC) and College</li> </ul> </li> <li>2. Discuss types of physician-patient encounters <ul style="list-style-type: none"> <li>• Pharmacotherapy</li> <li>• Psychotherapy</li> <li>• Psychotherapy termination</li> <li>• Risk management / safety</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>3. Demonstrate how to document encounters appropriately</li> <li>4. Apply MRK standards efficiently to case examples</li> <li>5. Share innovations from your practice</li> </ol> <p><a href="https://www.cpsbc.ca/for-physicians/professional-development">https://www.cpsbc.ca/for-physicians/professional-development</a></p>
<p><b>PBI Education – Professional Boundaries Inc., University of California at Irvine</b></p> <p>5.3 Medical Record Keeping (MR-17)</p>	<p>Two versions of this course are offered:</p> <ul style="list-style-type: none"> <li>• Essentials (three hours pre-course work, two-day course)</li> <li>• Extended (essentials + one hour assignment + three months of weekly one-hour coaching)</li> </ul> <p><b>Summary:</b> Deficiencies in medical record keeping are a common reason for referral to a remedial course, yet many clinicians fail to recognize why they are being held to account for what they may consider a chore—even a distraction from patient care. Our course illustrates why the process of keeping complete, clear, and accurate medical records is critical to the responsible provision of patient care and explores perceived obstacles to adhering to better practices. Pre-course record review, readings, research, and written assignments set the stage for the live, interactive instruction in standards of record keeping, including trouble-shooting to ensure that newfound habits can be maintained.</p> <p><b>Causes for referral</b></p> <ul style="list-style-type: none"> <li>• Billing inaccuracies</li> <li>• Coding inaccuracies</li> <li>• Documentation that does not comply with laws &amp; regulations</li> <li>• EMR: inaccuracies, "copying and pasting"</li> <li>• Incomplete or illegible records</li> <li>• Other record keeping deficiencies as determined by employer, regulator, or law</li> </ul> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Describe how to maintain compliance with laws regarding medical record-keeping</li> <li>• Improve documentation in support of appropriate billing codes, regulations, and expectations</li> <li>• Document with clarity to reduce misinterpretation and errors</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Provide improved documentation for risk management</li><li>• Apply improved skills for maintaining electronic medical records</li><li>• Create and implement a Personalized Protection Plan that includes strategies, safeguards, and systems to reduce the risk of relapse and improve accountability</li></ul> |
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<https://pbieducation.com/courses/mr-17/>