

## **Marquette University Neurological Residency**

### **Online Courses in Ethics**

**Marquette University has shared two excellent online courses appropriate for residency and fellowship education. The courses offer the unique perspectives on ethical issues in health care from a faculty member who is a PT and the other a lawyer. These courses have applicability across specialty areas. A program residency or fellowship director and/or faculty member may elect to purchase one or both of these courses as you are developing content for your own curriculum. Group discounts are also available if you wish to have your residents/fellows take these courses.**

Summary of interview with Marquette Residency:

1) Are these courses taught to entry level PT students and their residents in what specialty areas – **Intended as a post graduate course applicable to residents and fellows in all areas of practice.**

2) Are their residents required to take all of them? **Marquette University residents are not required to take these courses. Currently the University of Chicago Orthopedic residents, Pediatric Residents and manual therapy fellows are required to take this course as a portion of the curriculum covering professionalism.**

3) Is there something they do to help integrate the concepts after the online courses are taken?

**The residents at the University of Chicago have a one hour follow up with the program coordinator to discuss questions of clinical cases that the residents have encountered this year.**

4) Are these courses part of course work on professionalism...i.e. how does it sit within the context of their residency program? **This an online didactic which covers the ethical responsibilities of all physical therapists from a medical/legal background including:**

- **Basic understanding of Qui Tam actions, the False Claims Act, Anti-kickback and Stark Laws**
- **Identify organizational and practitioner behavior that would violate State and Federal False Claims Acts, including actions that you may unknowingly be doing**
- **Understand the trend of government enforcement relating to health care claims**
- **Identify our legal duties related to maintaining confidentiality vs. disclosure and reporting**
- **Relate our ethical responsibilities of veracity and fidelity to respecting autonomy through confidentiality**
- **Recognize the conflict in divided loyalties inherent in a duty to report**
- **Explore the differences between various methods of keeping or providing information**

5) What do YOU feel is particularly innovative or exceptional about these courses?

- **These courses are valuable and offer teaching which is post graduate level and can be done at the resident or fellows own pace.**
- **The content is transferable to all programs and specialty areas and offers concrete clinical examples throughout all courses.**
- **There is a post-test which assesses the learner's knowledge following the course.**

6) What is going to be the cost for these courses for an external program? For a single user \$85, if an organization has 5 persons taking the course the per person cost is \$65 per person. If an organization has 8 or more persons the cost is \$520.

## BLURRED LINES: ETHICS AT THE NEXUS OF SCIENCE, TECHNOLOGY, AND REHABILITATION

**Available from : <http://www.marquette.edu/health-sciences/continuing-ed-blurred-lines.php>**

### Course Description

Science and technology are changing society and the way we live. In many ways, science fiction is becoming reality: what does this mean to us? Will technology eventually replace therapists? New biomedical devices make increasing amounts of data available about the status of patients (telehealth, wearable technologies, implantable devices) – do we know what to do with it? Is our role changing? Interventions are becoming increasingly complex and expensive (robotics, virtual environments, brain-machine interfaces): Does more technology = better quality care? Where is the line between rehabilitation and enhancement and where do we stand on this issue? This advanced level ethics course will challenge participants to thoughtfully reflect on the implications of scientific advancements for their clinical practice as well as health care and society as a whole, as we try to determine how to forge ahead with integrity to infinity and beyond.

### Course Objectives

- Identify ethical challenges imposed by current advances in biotechnology
- Outline the ethical issues embedded in technologies that change our physical functioning

- Revisit our legal requirements to maintain competency, confidentiality, privacy and provide informed consent
- Compare and contrast the values of rehabilitation with those for enhancement
- Link foundational issues to cases for discussion

## Course outline

There are approximately four hours of video to watch. You may watch as much as you like per sitting, pause, rewind, stop, and come back to complete on your own time.

## Continuing Education Credit

*4 CEU hours for Ethics and Jurisprudence awarded by Marquette University as per WI State Statute 9.04(1) as an approved organization - courses previously approved for E&J by the WPTA. A certificate of attendance will be provided to each participant after verification of successful completion of quiz.*

## Presenter



**Tina Stoeckmann, PT, DSc, MA** is a Clinical Associate Professor in the Department of Physical Therapy at Marquette University. She has served on the WPTA Ethics Committee since 2000 including several years as Chair. She has also been a member of the Southeast Wisconsin Developmental Disability Ethics Committee. She received her Bachelor of Science degree in Physical Therapy from the UW – Madison in 1988, a Masters of Arts in Bioethics from the Medical College of Wisconsin in 1999, and her DSc in Neurology from Rocky Mountain University of Health Professions in 2008. Her clinical background has been primarily in neurologic rehabilitation, specializing in traumatic brain injury, and she continues to practice clinically at Froedtert Hospital on the Neurologic Rehab unit. Tina has presented to a variety of audiences at the high school, college, and professional levels on ethics topics including rehabilitation ethics, social justice, informed consent, balancing business and professional ethics, and professional boundaries, among others.

# KEEPING SECRETS: CONFIDENTIALITY, DISCLOSURE AND THE DUTY TO REPORT

**Available:** <http://www.marquette.edu/health-sciences/continuing-ed-keeping-secrets.php>

## Course Description

How far will you go to protect yourself, your colleagues, your patients? Is confession really good for the soul? This 4 hour course will explore the difficult issues that arise when you become aware of indiscretions of others, and your professional responsibilities and integrity come into conflict with your loyalties. Federal laws and regulations outlining our duty to report will be presented, followed by group discussions of the related ethical concepts of honesty, loyalty, autonomy, and informed consent, and how they may create conflicts for us in our clinical practice as well as our daily lives. This presentation meets the 4 hour licensure requirement for Ethics and Jurisprudence.

## Course Objectives

Upon successful completion of this seminar, the participant will be able to:

- Have a basic understanding of Qui Tam actions, the False Claims Act, Anti-kickback and Stark Laws
- Identify organizational and practitioner behavior that would violate State and Federal False Claims Acts, including actions that you may unknowingly be doing
- Understand the trend of government enforcement relating to health care claims
- Identify our legal duties related to maintaining confidentiality vs. disclosure and reporting
- Relate our ethical responsibilities of veracity and fidelity to respecting autonomy through confidentiality
- Recognize the conflict in divided loyalties inherent in a duty to report
- Explore the differences between various methods of keeping or providing information
- Apply the concepts presented in this course to case discussions and conflicts in one's own practice

## Continuing Education Credit

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## Presenters



**Adella Deacon, PT, MPT, JD** received her Bachelor of Science degree in Exercise Science from Marquette University in 2003. She received her Doctor of Physical Therapy degree in 2005, also from Marquette University. Dr. Deacon went on to earn her law degree from Chicago-Kent University and graduated with her Juris Doctor in 2011. She is admitted to the Illinois Bar. While pursuing her law degree Dr. Deacon has had experience with health and disability, immigration, construction, labor, property and contract law. Her clinical experience has primarily focused in outpatient orthopaedics where she has worked with a variety of populations. She specializes in sports rehab of high school to professional athletes. She has also practiced in inpatient acute and inpatient rehab settings.



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