COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT

at Michigan State University's College of Osteopathic Medicine (MSUCOM)

College of Osteopathic Medicine
MICHIGAN STATE UNIVERSITY

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INTRODUCTION

The Common Ground Framework for Professional Conduct is intended as a set of guiding, foundational principles that underlie professional conduct regardless of whether you are staff, student, or faculty at MSUCOM. On the pages that follow and in the supporting appendices, these guiding principles will be outlined.

This framework is not meant to be a checklist of rules, nor is it a plan for enforcing professional conduct. It is intended, instead, to help the MSUCOM community begin a period of renewal centered on collaborative energy, shared leadership, and healing of mind, body and spirit. We hope it will spark discussions and creativity for ways to live these principles at MSUCOM.

Michigan State University is a land grant institution with deep roots in agriculture. From those beginnings we have seen the benefits of companion growth, where plants with different strengths and needs are brought together to enrich the soil of their common ground and support each other's development. The unity of mind, body, and spirit that underlies the field of osteopathic medicine bears out this natural truth in our practice: that health is best supported by successful collaboration of the constitutive elements. **Although they may each mature in their own way with their own needs, the students, staff, and faculty of MSUCOM will grow best when they grow together.**

PURPOSE OF THE FRAMEWORK

This framework aligns with existing, widely-used, external standards for healthcare providers; yet, it also encompasses and applies to all professionals at work within the shared college community, independent of their specific roles or responsibilities. It is a set of guiding, foundational principles that underpin professional conduct and integrity.

As we adopt a model that is consistent and transparent for professional conduct at all levels of MSUCOM, we can foster a flourishing community where all can grow and learn together.

Adaptations and Uses
The Common Ground Framework has many flexible adaptations and uses, including but not limited to:
1) Formation of a balanced perspective as a platform to assess situations involving conflict or misunderstanding
2) Longitudinal reflection of one's own professional development and modeling of exemplary behavior within the MSUCOM community
3) A foundation for discussion between community members regarding professional behavior (Cup of Coffee model)
4) Building mutually beneficial professional interactions and conduct by a team, group, or individual
5) Identification and acknowledgment of exemplary behaviors by members of the MSUCOM community
6) Development of collaborative skills and shared leadership
7) Establishment and growth of strong interprofessional teams
8) Wide distribution of a pocket version of the Common Ground CORE principles - to include clinical sites and faculty

How is this operationalized?
Selection of the specific methods for operationalizing this framework should best be determined by individuals, teams, and groups from all sectors of the College working collaboratively for the common good of MSUCOM. Interprofessional teams and departments are encouraged to use some of the above suggested strategies for operationalization in their area.

When teams are planning the implementation phase of this framework, Appendices A and B provide additional resources for consideration. Appendix A gives concrete examples of specific behavior levels. Appendix B illustrates some of the linkages to external standards; the text of these might provide ideas for next steps specific to certain situations.

EXPECTATIONS OF PROFESSIONAL CONDUCT FOR MEMBERS OF THE MSUCOM COMMUNITY

Each member of the MSUCOM community is a necessary part of a very significant undertaking: the preparation and delivery of the highest quality of healthcare now and in the future. From our first moments on campus, administration, faculty, students, and staff begin working together in inter-professional teams to accomplish this purpose. Our professional conduct impacts the quality and substance of our working relationships and the quality and climate of our working environment. We are expected to interact with an open and welcoming attitude toward each other and to present ourselves in a manner that inspires trust and confidence.

Integrity requires community members to maintain professional standards even when we are not being monitored. We should be conscientious about our work, engaging as active participants in the process of teaching, learning, practicing health care and engaging with each other. Throughout our time here, we are expected to be thoughtful of how our actions reflect on ourselves and the institution.

One of the initiatives encouraged by the larger university is "advancing the common good with uncommon will." As MSUCOM moves forward as a community of excellence within the larger university, the establishment of clear and transparent expectations for professional conduct is important. Specific expectations of professional conduct must be well defined and aligned to strategic external professional expectations for our community.

The practice of medicine is fundamentally an act of service, and that service should be borne out of a sincere and sympathetic concern for the physical and emotional well-being of those in need. Recognition of the dignity of other humans should be exemplified by all those involved in health care. The tenets of osteopathic medicine should help shape our plans and guide our actions. All MSUCOM community members should seek to learn about, and reflect on, life experiences different from their own.

EXECUTIVE SUMMARY OF THE COMMON GROUND FRAMEWORK

The acronym CORE (Collaboration, Opportunity, Responsibility, and Expertise) is a mindful way to organize the guiding framework for professional conduct at MSUCOM.

These common ground principles apply to all COM professionals, including professional students.

C	**COLLABORATION - Working together with others**
	Interactive Dynamics Communication Skills Use of Feedback

O	**OPPORTUNITY - Encouraging an environment of mutual support**
	Shared Leadership Problem Solving Skills Decision Making

R	**RESPONSIBILITY - Supporting a shared culture of accountability**
	Effective Use of Time and Resources Critical Thinking Skills Mindfulness and Self-Care

E	**EXPERTISE - Having relevant skills or knowledge**
	Core of Knowledge Technical Skills Continuing Professional Development

This chart outlines attributes connected to each category - for more detailed behavioral examples, see Appendix A

C	COLLABORATION - Working together with others	
	Interactive Dynamics	Interact effectively and respectfully with people you encounter; demonstrate honesty, genuineness, humility, and compassion
	Communication Skills	Demonstrate respect, civility, and courtesy in communication; communicate effectively with diverse individuals and groups for a variety of purposes using available technologies; employ active listening
	Use of Feedback	Identify sources of feedback; deliver and receive effective feedback for initiatives, evaluations and assessments, quality improvements, conflict resolution, and peer review
O	OPPORTUNITY - Encouraging an environment of mutual support	
	Shared Leadership	Exhibit advocacy for self and others; accept situational leadership as needed; establish mutual support and respect: participate as a support for others regardless of title or position
	Problem Solving Skills	Recognize and define problems; analyze data; implement solutions; evaluate outcomes; include the perspectives of others
	Decision Making	Fulfill commitments; be accountable for actions and outcomes; discuss and contribute your perspective in group settings; listen to multiple viewpoints prior to making a decision
R	RESPONSIBILITY - Supporting a shared culture of accountability	
	Effective Use of Time and Resources	Invest time, energy, and material resources efficiently in order to provide effective services; demonstrate integrity and stewardship of resources
	Critical Thinking Skills	Recognize and differentiate facts, illusions, and assumptions; Question logically; identify gaps in information and knowledge
	Mindfulness and Self-Care	Actively engage in surrounding circumstances and activities; self-assess, self-correct, and self-direct; identify sources of stress and develop effective coping behaviors
E	EXPERTISE - Having relevant skills or knowledge	
	Core of Knowledge	Develop core professional knowledge and apply it in clinical, academic, and administrative settings
	Technical Skills	Show competency and proficiency in performing tasks integral to the scope and practice of your profession
	Continuing Professional Development	Identify needs and resources for learning; continually seek new knowledge and understanding in your profession

CORRELATION BETWEEN THE COMMON GROUND FRAMEWORK AND THE "CREATING COMMUNITY" PROCESS

Common Ground Framework for Professional Conduct

Creating COMmunity: A shared process for building a better COM

These two projects occurred simultaneously and resulted in many correlations between the community input from the "Creating COMmunity" process and the intentions behind the Common Ground framework. As MSUCOM continues to move forward, these two projects will continue to guide the work of the college.

On the following pages, bullet points in the right-side column are adapted from the "Creating COMmunity" process summary and are directly correlated with the elements listed in the left-side column as they relate to the CORE principles outlined in the Common Ground framework.

Together these collaborative efforts begin to lay the foundation for a shared vision across the college with clarity and transparency.

COLLABORATION

Interactive Dynamics

Communication Skills

Use of Feedback

C

WORKING TOGETHER WITH OTHERS

- Building community and collaborating between roles (staff, students, faculty); listen to and respect ideas and contributions; valuing the roles and contributions of all positions; valuing people and their contributions; people treated equitably in different titles or class levels; diversity and inclusion of thoughts and ideas; minorities to be present/active/engaged; diversity and inclusion of thoughts; genuineness without power dynamics; assume best intentions from one another; respecting and representing ideas of students; growing together and learning together

- More communication between sites; respecting differences and autonomy of sites with collaboration opportunities; interact across disciplines; understanding/respect/kindness; trust/honest/accountable; listen and take account of employees' opinions with more representation, specifically on committees with people from all units and parts of the college; safe space for people to speak up; being vulnerable and open within college

- Culture free from retaliation, able to speak without fear; safety to express self, speak, and make mistakes without fear of harassment; humility and freedom to say "I don't know"; feeling supported in advancements and without fear; transparency in what is happening; celebratory - being empathetic, genuine, healthy; adaptable to change and using the feedback of students

Shared Leadership

Problem Solving Skills

Decision Making

ENCOURAGING AN ENVIRONMENT OF MUTUAL SUPPORT

- Opportunities for growth and development between all three sites; transparency in job openings and new positions; recruitment and retention of diverse employees and students (especially Black students and faculty); transparency/accountability - "if you see something say something"; unity and support between faculty, staff, and students; opportunities for research, committees, curriculum changes; knowing how to give and receive help

- Support for conflict resolution; assistance when issues arise; collectively practicing core values with innovation and forward thinking; integrity – recognizing and acknowledging challenging moments in the college

- Representation from staff on committees and decision making; representation from all sites in making decisions; genuinely listen to all feedback and capture a diversity of thoughts

RESPONSIBILITY

Effective Use of Time and Resources

Critical Thinking Skills

Mindfulness and Self-Care

R

SUPPORTING A SHARED CULTURE OF ACCOUNTABILITY

- Take responsibility for our work and role; having resources available to foster a new thought/idea/innovation: time, financial, people, attention

- Upholding Osteopathic roots and reflecting the principles

- Caring as individuals: mind, body, spirit; an inspiring and positive culture where people want to come to work; honoring mind-spirit and acknowledge burnout and/or depression; culture of common courtesy and respect (ex. sending timely emails, calling and stating name/role on conference calls, etc.)

Core of Knowledge

Technical Skills

Continuing Professional Development

E

HAVING RELEVANT SKILLS OR KNOWLEDGE

- Basis in Osteopathic roots; valuing practice as much as research; identifying shared values and common ground – patient and student centered; proactive and communicative of shared goals; academic excellence and professionalism from faculty, staff, students and administrators

- Faculty - career development opportunities; provide a foundation for professional/personal development and skill building; professional recruitment and retention; more forward thinking in facilities and lectures; engaging professors and lectures

- Access to one-on-one meetings with supervisors to give and receive constructive criticism; student centered-professional centered; academic support for students; opportunities to pursue hands-on learning outside of coursework

NEXT STEPS

The Common Ground Framework for Professional Conduct is intended to be a living document. It should be revisited and updated as needed to reflect a living, growing community, and should dovetail with ongoing efforts to assess and improve the climate of the college.

The MSUCOM community must also work together to determine how this framework will be operationalized. And that process, too, will likely need to be a living process that evolves as we grow and learn together.

Supporting appendices can be found on the next 10 pages.

APPENDIX A

Detailed Behavioral Examples

Concrete examples are provided in order to help define the behavioral expectations in each of the listed categories. These detailed examples can be adapted for use in a variety of settings and for a range of purposes.

Note: The detailed behaviors in this guide are simply examples used to illustrate each category; this is not an exhaustive list and is not meant to be limiting or comprehensive. There may be overlap between categories.

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COLLABORATION				
	Unacceptable	**Level 1 - Acceptable**	**Level 2 - Skillful**	**Level 3 - Exemplary**
Interactive Dynamics	Judgmental toward others Uninterested, apathetic, or superior attitude toward others Disrespectful communication style Lack of respect for personal space Does not respect the skills of others Lack of empathy in interactions Bullying, microaggression, or shunning behaviors	Maintains professional demeanor Demonstrates compassionate interest in people as individuals Respects cultural and personal differences Nonjudgmental toward others Respects personal space Demonstrates acceptance of limited knowledge and experience Maintains confidentiality Respects the roles of others	Recognizes impact of non-verbal communication and modifies accordingly Assumes responsibility for own actions Motivates others to achieve Maintains work ethic amidst obstacles Establishes trust Seeks to gain knowledge and input from others and those at other sites Aware of differences in learning and communication styles Provides a safe space for people to speak up Listens to varying perspectives	Listens to others but reflects back to original concerns Seeks and encourages collaborative opportunities between MSUCOM sites Responds to unexpected experiences Talks about difficult issues with sensitivity and objectivity Delegates to others as needed Accommodates differences in learning and communication styles Approaches others to discuss differences in opinions Provides opportunities to pursue interactive learning
Communication Skills	Does not demonstrate courtesy to others Poor grammar or spelling on a regular basis Unable to maintain professional demeanor in the face of technology glitches	Shows understanding/respect/kindness during interactions Collects necessary information Recognizes non-verbal forms of communication Understands limits of technology for communication Able to sustain short interactions with others in a casual setting	Utilizes non-verbal communication to enhance verbal message Restates, reflects and clarifies communications Demonstrates active listening Uses alternative forms of communication when needed Presents messages with logical organization and sequencing Uses technology effectively	Modifies communication (verbal and written) to meet needs of different audiences Maintains open and constructive communication Innovative use of communication style and technology Able to show humility by saying say "I don't know" Welcomes inclusion of diverse thoughts and idea
Use of Feedback	Does not recognize or is unwilling to give or receive feedback Disrespectful when giving and receiving feedback Ignores or is unresponsive to feedback	Recognizes and reflects on feedback from others Demonstrates a positive attitude toward feedback Critiques own performance Recognizes opportunities to give feedback	Provides accurate, constructive, and timely feedback to others Assesses own performance accurately Utilizes feedback when establishing professional goals Develops plan of action in response to feedback	Actively seeks feedback from others Modifies feedback given to others according to their learning styles Reconciles differences with sensitivity Takes multiple factors into account and considers multiple approaches when responding to feedback

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OPPORTUNITY				
	Unacceptable	**Level 1 - Acceptable**	**Level 2 - Skillful**	**Level 3 - Exemplary**
Shared Leadership	Blames others for errors Fails to abide by facility policies and procedures Escalates conflicts Isolates others from team Purposely excludes others from group interactions Does not recognize basic safety concerns Misrepresents professional credentials and/or role to others	Abides by facility policies and procedures Projects professional image Clearly identifies credentials by wearing name badge at clinical sites Attends professional meetings Demonstrates honesty Understands styles of leadership Recognizes conflict in situations Understands roles of others on team Recognizes unsafe conditions	Identifies positive professional role models Demonstrates compassion Recognizes opportunities for advocacy Involves other professionals in decision making Seeks informed consent as needed Applies situational leadership skills Demonstrates awareness of conflict resolution skills Clearly articulates professional responsibilities Is aware of osteopathic tenets	Models professional conduct and inspires others Demonstrates courage and continuous regard for all Advocates for safety in the workplace Readily provides leadership in various settings Skillful in managing conflict Effectively advocates for self and others Acts on moral and ethical commitment Upholds osteopathic roots and reflects osteopathic principles
Problem Solving	Unable to recognize problems in a timely manner Ignores problems Fails to respond to urgent situations Refuses to engage in problem solving	Recognizes problems States problems clearly Describes known solutions to problems Begins to examine multiple solutions to problems Identifies resources needed to develop solutions	Prioritizes problems Identifies issues or situations contributing to problems Consults with others to clarify problem Considers consequences of possible solutions	Supports the implementation of possible solutions Reassesses solutions Evaluates outcomes Updates solutions to problems based on current research Accepts responsibility for implementation of solutions
Decision Making	Unwilling to take responsibility for decisions Violates professional code of ethics Unaware of licensure and certification regulations Deceptive behavior in any interaction Academic dishonesty Retaliatory behaviors	Demonstrates dependability and punctuality Follows through on commitments Abides by professional code of ethics Demonstrates awareness of licensure and certification regulations Understands importance of honesty and authenticity when deliberating about decisions Recognizes own limits and understands limits of professional role	Accepts responsibility for actions and outcomes Offers and accepts help or assistance Upholds honesty and integrity with all decisions Helps provide safe and secure workplace environment Accepts and abides by institutional policies Aware of ethical issues	Demonstrates honesty and integrity Directs and delegates to others as needed Encourages accountability Incorporates ethical considerations in practice Understands boundaries of professional role Accepts responsibility for professional decisions

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RESPONSIBILITY			
	Unacceptable	**Level 1 - Acceptable**	**Level 2 - Skillful**	**Level 3 - Exemplary**
Effective Use of Time and Resources	Consistently late or absent Frequently misses deadlines Does not clean up after self Reflects poorly on the integrity or reputation of the institution Fails to show up without notice Unfairly allocates resources	Focuses on tasks at hand without dwelling on past mistakes Recognizes own resource limitations Uses existing resources effectively Completes assignments in timely fashion Uses unscheduled time efficiently Shows awareness of the integrity and reputation of the institution Cleans up after self and others Aware of need for resource allocation	Sets up daily schedule Coordinates schedule with others Demonstrates flexibility Understands limitation of institutional resources Plans ahead effectively Good stewardship for the integrity and reputation of the institution Schedules time effectively Allocates resources fairly	Proactive - sets priorities and reorganizes when needed Considers goals in context of available resources Fosters new thoughts/ideas/innovation Performs multiple tasks and delegates when appropriate Uses scheduled time effectively-has ability to say "No" to demands of time when needed
Critical Thinking	Unaware of assumptions Considers and acts on partial information without further inquiry Takes inconsistent information at face value Maintains the status quo at all cost	Raises relevant questions Considers all available information Cites results of scientific literature Recognizes gaps in knowledge base Articulates ideas Recognizes recurring patterns Aware of assumptions	Considers new idea and various perspectives Formulates new ideas Asks questions to clarify situation Seeks alternative ideas Formulates alternative hypotheses Critiques hypotheses and ideas Examines assumptions	Exhibits openness to new ideas and perspectives Assesses issues raised by contradictory ideas Uses creativity effectively when appropriate Justifies solutions selected Initiates, supports, and evaluates innovative solutions
Mindfulness and Self Care	Unable to recognize poor decisions in self or others Unwilling to take responsibility for behavior Refuses to consider assistance from others Unable to identify sources of stress	Recognizes own stressors and problems Recognizes distress or problems in others Seeks assistance as needed Maintains professional demeanor in stressful situations	Maintains healthy boundaries and integration between professional and personal life Demonstrates effective affective responses Listens to constructive suggestions Establishes outlets to cope with stressors Sets personal and professional goals	Prioritizes multiple commitments Actively seeks out role models and mentors Responds calmly to urgent situations Tolerates inconsistencies in the workplace environment Maintains healthy habits Recognizes need for respite in others

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EXPERTISE				
	Unacceptable	**Level 1 - Acceptable**	**Level 2 - Skillful**	**Level 3 - Exemplary**
Core of Knowledge	Unexplained lapses in certification or licensure Does not ask questions or seek information independently	Masters basic areas of key knowledge Fulfills requirements for successful completion of professional tasks Seeks out answers to questions independently Seeks to understand osteopathic principles	Identifies situations in which knowledge can be applied Begins to use core of knowledge in professional situations Knows limits of knowledge and where to seek guidance	Applies full range of knowledge to professional situations Passes certification and recertification exams – maintains academic excellence Fulfills continuing education requirement Teaches others in the profession
Technical Skills	Unable to sequence steps required to accomplish tasks Exceeds scope of expertise with technical tasks Unable to identify and gather needed equipment	In supervised setting, demonstrates technical skills Verbalizes steps required to accomplish tasks Stays within scope of technical ability Gathers equipment and resources needed for task	Independently practices safe and effective techniques Identifies and corrects errors Seeks assistance as needed Troubleshoots when problems arise	Applies innovative solutions to technical tasks Provides expertise to others Acquires certification of proficiency Encourages others to abide within scope of practice
Continuing Professional Development	Unable to recognize gaps in knowledge base or skills No effort to engage in learning activities Exhibits a pattern of unsuccessful efforts to fulfill professional expectations or reach milestones	Identifies areas of educational need Formulates appropriate questions Identifies and locates appropriate resources Demonstrates a positive attitude and motivation toward learning Offers own thoughts and ideas Identifies need for further information	Prioritizes educational needs Analyzes and subdivides large questions into components Seeks out professional literature Identifies own learning needs based on previous experiences Plans and presents an in-service, or research, or case studies Welcomes and seeks new learning opportunities	Applies new information and reevaluates performance Accepts that there may be more than one answer to a problem Researches and studies areas where knowledge base is lacking Recognizes the need to and is able to verify solutions to problems Reads articles critically and understands the limits of application to professional practice

APPENDIX B

Alignment with Internal and External Professional Standards & Benchmarks

The proposed Common Ground framework aligns with professional standards for physicians, yet it encompasses and applies to all professions at work within the shared college. The following chart outlines a few examples of this alignment with standards from AACOM, AAMC, NBOME, AAPA (Physician assistants), IPE Collaboration, Interdisciplinary Collaboration, and MSU Guidelines for Graduate Student Mentoring and Advising.

Note: PCRS stands for Physician Competency Reference Set

APPENDIX B

This chart is provided to illustrate some of the overlap and affiliation of various documents, guidelines, and professional standards. It is not meant to be a comprehensive or exhaustive cross reference.

		DO Students		PA Students	IPE
		PCRS* (Use with AACOM correlations chart)	NBOME	AAPA	Competencies for Collaborative Practice
COLLABORATION					
C	Interpersonal Interactions	2.5 4.2, 4.6 5.1, 5.5 7.3 8.7	2.1 5.1, 5.2 6.7	Confidentiality Care of Family Members and Co-Workers	VE4, VE6 CC2, CC4, CC6, CC7 RR1 TT3
	Communication Skills	4.3, 4.5	2.1, 2.6, 2.7 5.1, 5.3, 5.4	Informed Consent	VE3 RR6 CC1, CC2
	Use of Feedback	3.5 4.6	3.2 4.1 5.5 6.9	Impairment	CC5 TT8
OPPORTUNITY					
O	Shared Leadership	1 ,1.10, 1.11 4.3 4.4 6.1, 6.4 7.3, 7.4 8.3, 8.6	1.3 2.7 4.1 5.5 6.1, 6.4 7.3, 7.4	Team Practice PA- Physician Relationship PA and Diversity	VE7 RR6, RR10 TT1, TT5, TT11l
	Problem Solving Skills	1.6 2.3 3.4	1.2 2.2 4.1 6.6	Workplace Actions	VE5 TT3
	Decision Making	4.6 5.1, 5.3, 5.4, 5.6 8.4, 8.5	2.2, 2.4 3.2 4.2	End of Life Community Wellbeing Disclosure of Medical Errors	VE2, VE7, VE9 RR3, RR5 TT4, TT7
			6.2, 6.4		

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		DO Students		PA Students	IPE
		PCRS* (Use with AACOM correlations chart)	NBOME	AAPA	Competencies for Collaborative Practice
RESPONSIBILITY					
R	Effective Use of Time and Resources	1.3 3.1 6.2, 6.3	1.3 2.7 4.4 5.3 6.9 7.5		VE1 RR2, RR9 TT10
	Critical Thinking Skills	1.4 2.1, 2.4 3.1, 3.4	2.4, 2.6 4.4, 4.5, 4.6 6.4	Conflict of Interest	RR9, RR10 TT10
	Mindfulness and Self-Care	4.7 5.2 8.1, 8.2, 8.3, 8.8	1.3 2.7 6.1, 6.8 7.3	Sexual Relationships Gender Discrimination and Sexual Harassment	RR8 CC6
EXPERTISE					
E	Core of Knowledge	1.2 2.2, 2.3	1.1, 1.2 3.1, 3.2 4.3, 4.7 6.1 7.1	Competency Professional Identity	VE10 RR5
	Technical Skills	1.1 3.7	1.1 2.3, 2.5 3.2	PA Role and Responsibilities	RR9 TT8
	Professional Development	2.6 3.6, 3.8	3.2 4.4, 4.8 6.5	PA as Educators	VE10 RR8 TT10

The above chart outlines a few examples of this alignment with standards from AACOM, AAMC, NBOME, AAPA (Physician assistants), IPE Collaboration, Interdisciplinary Collaboration, and MSU Guidelines for Graduate Student Mentoring and Advising.

*Note: PCRS stands for Physician Competency Reference Set

APPENDIX C

Resources and Associated Professional Standards

It is vital to ongoing professional growth that any MSUCOM standards of professional conduct align with existing internal and external expectations. Each member of our community, including the PhD, DO, and PA students, will be expected to display behaviors consistent with standards, benchmarks, milestones, and competencies set by various professional organizations and accrediting bodies. Administration, faculty, students, and staff are expected to work together in teams which mirror national and international consensus on interdisciplinary professionalism in health care.

APPENDIX C

AACOM - American Association of Colleges of Osteopathic Medicine

Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency https://www.aacom.org/docs/default-source/med-ed-presentations/core-epas.pdf?sfvrsn=a0145397_20

AAMC - Association of American Medical Colleges

Competency Mapping: AACOM to PCRS. Learn more about competency mapping, specifically AACOM to PCRS. https://www.aamc.org/media/33921/download

Physician Competency Reference Set (PCRS)

The development of PCRS is documented in the August 2013 Academic Medicine article, "Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians" (Englander, Cameron, Ballard, Dodge, Bull, & Aschenbrener)

AAPA – American Academy of PAs

Guidelines for Ethical Conduct for the PA Profession https://www.aapa.org/download/56983/
(Adopted 2000, reafrmed 2013, amended 2004, 2006, 2007, 2008, 2018)

Interprofessional Education Collaborative

Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative (2016) https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf

NBOME – National Board of Osteopathic Medical Examiners Fundamental Osteopathic Medical Competency Domains

https://www.nbome.org/docs/Flipbooks/FOMCD/index.html#p=1

TeamSTEPPS Framework

https://www.ahrq.gov/teamstepps/about-teamstepps/index.htm

Professional Behaviors Document

Originally adapted from a study developed by the Physical Therapy Program, University of Wisconsin-Madison, May WW et al. Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9:1, Spring 1995. Further adapted by Pennsylvania AHEC Interdisciplinary Task Force 1997 -2006, Jane B. Gudakunst 2007-2020, and Graham Atkin 2018-2020.

OST 571 Professionalism Document

Written as standards of professionalism for OST 571 by Jayne Ward and Graham Atkin, 2018

MSU website banner slogan

"Advancing the common good with uncommon will"