

# **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.

## Appendix A:

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

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RESPONSIBILITY				
	Unacceptable	Level 1- Acceptable	Level 2- Skillful	Level 3- Exemplary
<b>Effective Use of Time and Resources</b>	<p>Consistently late or absent</p> <p>Frequently misses deadlines</p> <p>Does not clean up after self</p> <p>Reflects poorly on the integrity or reputation of the institution</p> <p>Fails to show up without notice</p> <p>Unfairly allocates resources</p>	<p>Focuses on tasks at hand without dwelling on past mistakes</p> <p>Recognizes own resource limitations</p> <p>Uses existing resources effectively</p> <p>Completes assignments in timely fashion</p> <p>Uses unscheduled time efficiently</p> <p>Shows awareness of the integrity and reputation of the institution</p> <p>Cleans up after self and others</p> <p>Aware of need for resource allocation</p>	<p>Sets up daily schedule</p> <p>Coordinates schedule with others</p> <p>Demonstrates flexibility</p> <p>Understands limitation of institutional resources</p> <p>Plans ahead effectively</p> <p>Good stewardship for the integrity and reputation of the institution</p> <p>Schedules time effectively</p> <p>Allocates resources fairly</p>	<p>Proactive - sets priorities and reorganizes when needed</p> <p>Considers goals in context of available resources</p> <p>Fosters new thoughts/ideas/innovation</p> <p>Performs multiple tasks and delegates when appropriate</p> <p>Uses scheduled time effectively - has ability to say "No" to demands of time when needed</p>
<b>Critical Thinking</b>	<p>Unaware of assumptions</p> <p>Considers and acts on partial information without further inquiry</p> <p>Takes inconsistent information at face value</p> <p>Maintains the status quo at all cost</p>	<p>Raises relevant questions</p> <p>Considers all available information</p> <p>Cites results of scientific literature</p> <p>Identifies gaps in knowledge base</p> <p>Articulates ideas</p> <p>Recognizes recurring patterns</p> <p>Aware of assumptions</p>	<p>Considers new idea and various perspectives</p> <p>Formulates new ideas</p> <p>Asks questions to clarify situation</p> <p>Seeks alternative ideas</p> <p>Formulates alternative hypotheses</p> <p>Critiques hypotheses and ideas</p> <p>Examines assumptions</p>	<p>Exhibits openness to new ideas and perspectives</p> <p>Assesses issues raised by contradictory ideas</p> <p>Uses creativity effectively when appropriate</p> <p>Justifies solutions selected</p> <p>Initiates, supports, and evaluates innovative solutions</p>
	Unable to recognize poor	Recognizes own stressors and	Maintains healthy boundaries and	Prioritizes multiple commitments
<b>Decision Making</b>	<p>Unwilling to take responsibility for decisions</p> <p>Violates professional code of ethics</p> <p>Unaware of licensure and certification regulations</p> <p>Deceptive behavior in any interaction</p> <p>Academic dishonesty</p> <p>Retaliatory behaviors</p>	<p>Demonstrates dependability and punctuality</p> <p>Follows through on commitments</p> <p>Abides by professional code of ethics</p> <p>Demonstrates awareness of licensure and certification regulations</p> <p>Understands importance of honesty and authenticity when deliberating about decisions</p> <p>Recognizes own limits and understands limits of professional role</p>	<p>Accepts responsibility for actions and outcomes</p> <p>Offers and accepts help or assistance</p> <p>Upholds honesty and integrity with all decisions</p> <p>Helps provide safe and secure workplace environment</p> <p>Accepts and abides by institutional policies</p> <p>Aware of ethical issues</p>	<p>Demonstrates honesty and integrity</p> <p>Directs and delegates to others as needed</p> <p>Encourages accountability</p> <p>Incorporates ethical considerations in practice</p> <p>Understands boundaries of professional role</p> <p>Accepts responsibility for professional decisions</p>

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<b>Critical Thinking</b>	<p>Unaware of assumptions</p> <p>Considers and acts on partial information without further inquiry</p> <p>Takes inconsistent information at face value</p> <p>Maintains the status quo at all cost</p>	<p>Raises relevant questions</p> <p>Considers all available information</p> <p>Cites results of scientific literature</p> <p>Identifies gaps in knowledge base</p> <p>Articulates ideas</p> <p>Recognizes recurring patterns</p> <p>Aware of assumptions</p>	<p>Considers new idea and various perspectives</p> <p>Formulates new ideas</p> <p>Asks questions to clarify situation</p> <p>Seeks alternative ideas</p> <p>Formulates alternative hypotheses</p> <p>Critiques hypotheses and ideas</p> <p>Examines assumptions</p>	<p>Exhibits openness to new ideas and perspectives</p> <p>Assesses issues raised by contradictory ideas</p> <p>Uses creativity effectively when appropriate</p> <p>Justifies solutions selected</p> <p>Initiates, supports, and evaluates innovative solutions</p>
<b>Mindfulness and Self Care</b>	<p>Unable to recognize poor decisions in self or others</p> <p>Unwilling to take responsibility for behavior</p> <p>Refuses to consider assistance from others</p> <p>Unable to identify sources of stress</p>	<p>Recognizes own stressors and problems</p> <p>Recognizes distress or problems in others</p> <p>Seeks assistance as needed</p> <p>Maintains professional demeanor in stressful situations</p>	<p>Maintains healthy boundaries and integration between professional and personal life</p> <p>Demonstrates effective affective responses</p> <p>Listens to constructive suggestions</p> <p>Establishes outlets to cope with stressors</p> <p>Sets personal and professional goals</p>	<p>Prioritizes multiple commitments</p> <p>Actively seeks out role models and mentors</p> <p>Responds calmly to urgent situations</p> <p>Tolerates inconsistencies in the workplace environment</p> <p>Maintains healthy habits</p> <p>Recognizes need for respite in others</p>

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

**Common Ground Framework  
for Professional Conduct at MSUCOM**

**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	Other
		PCRS* (Use with AACOM correlations chart)	NBOME	AAPA	Competencies for Collaborative Practice	
<b>Collaboration</b>						
<b>C</b>	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	
<b>Opportunity</b>						
<b>O</b>	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, TT11	
	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			

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



**Common Ground Framework  
for Professional Conduct at MSUCOM**

## **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](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, reaffirmed 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"