

PPD 512: RESIDENCY SEMINAR
Spring 2018 Semester, VPD 105, 2 units

Instructor: Michael Low, MPA

Office Hours: Wednesday, 5:00-6:00 pm.

Email: LowMK@USC.edu

Class Dates & Times

Wednesday evenings, 6:00 – 7:50 pm, beginning January 10, 2018 and ending May 2, 2018

COURSE DESCRIPTION

PPD 512 provides students with an overall understanding of the components to complete the MHA Residency requirement, which is designed on the premise that health management and policy students should have the benefit of practical field experience to prepare them for the complexities of leading people and organizations in the health care environment.

COURSE OBJECTIVES

1. Identify and demonstrate key professionalism characteristics that would make them competitive for health management residencies;
2. Distinguish the key skills and abilities required for specific residencies, and assess how their personal skills and abilities match;
3. Demonstrate their ability to interview for residencies;
4. Describe the characteristics of the residency that would best meet their career goals and identify at least three such opportunities;
5. Complete the online assessment of their skills and abilities, and identify three to five specific strengths that they seek to emphasize in a residency;
6. Assess their personal performance in residency interviewing.

REQUIRED READING AND SUPPLEMENTARY MATERIAL

1. Dye, C.F., & Garman, A. N. (2014). *Exceptional Leadership: 16 Critical Competencies for Healthcare Executives* (2nd edition). ISBN: 978-1567936735
2. Flippin, C.S. (2017). *Millennials in the Workplace: Helping the Largest Generation Group Succeed at Work and in Their Careers (Generations in the Workplace)*. ISBN: 978-0998638461
3. Gallup Clifton Strengths Survey -- <https://www.gallupstrengthscenter.com> Account will be created for each student to complete the survey.

ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

PPD 512, HEALTH ADMINISTRATION RESIDENCY SEMINAR, COMPETENCY OUTLINE

| COMPETENCY | BLOOMS TAXONOMY LEVEL | DATE(S) | METHODS | ASSESSMENT |
|--|-----------------------|---------------|---|---|
| DOMAIN 2: Critical Thinking and Analysis | | | | |
| 2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner. | V. Synthesis | Weekly | Through the process of identifying potential residencies, interviewing and securing a residency | Development of a notebook/journal tracking process and progress of securing a residency, taking into account personal strengths, available residencies, and values to prioritize choices. |
| DOMAIN 5: Communication | | | | |
| 5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations. | IV. Analysis | February 21st | Lecture and written assignment | Prepare personal biographies and resume, present elevator pitch to fellow students |
| DOMAIN 6: Leadership | | | | |

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|--|----------------|--------|---|--|
| 6.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others. | VI. Evaluation | Weekly | Through application and interview process | Participate through the residency selection process, including interviewing with decision makers |
|--|----------------|--------|---|--|

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

Grade elements, weighting and due dates:

| ASSIGNMENT | DUE DATE | % OF GRADE |
|--|-------------------|-------------|
| Complete Clifton Strength Survey | January 17, 2018 | 10% |
| Complete Biography | February 14, 2018 | 10% |
| Complete Resume for Residency Showcase | February 21, 2018 | 10% |
| Participate in Residency Showcase | February 28, 2018 | 10% |
| Turn in Residency Search Notebooks | April 25, 2018 | 30% |
| Secure at least three interviews | May 2, 2018 | 30% |
| TOTAL | | 100% |

PROVIDE CLASS ASSIGNMENTS DESCRIPTIONS

1. ASSIGNMENT #1 – CLIFTON STRENGTH SURVEY

Each student will complete a Clifton Strength Survey and bring in the results to coincide with the lecture to explain findings. The student will be able understand his/her characteristic strengths in order to help effectively focus on residency search

2. ASSIGNMENT #2 – COMPLETE BIOGRAPHY

Following the presentation by the executive recruiter and utilizing the findings of the Clifton Strengths Survey, the student will be able to draft a brief biography that encapsulates their professional strengths, experience and knowledge that should capture the attention of a potential employer.

3. ASSIGNMENT #3 – COMPLETE RESUME

The student will complete his/her resume in advance the Residency Showcase on February 28th. The format will adhere to those recommended by USC Price Career Services.

4. ASSIGNMENT #4 – PARTICIPATE IN RESIDENCY SHOWCASE

The student will participate in the Residency Showcase on February 28th by meeting and networking with the potential preceptor participants. The student is expected to list those companies where there is interest and provide a self-assessment (i.e., Lessons Learned).

5. ASSIGNMENT #5 – RESIDENCY SEARCH NOTEBOOK/JOURNAL

The student will begin to keep a notebook/journal at the beginning of the semester to track his/her progress and self-assessment towards securing a residency. Components include:

- Mission Statement describing reasons/interest in the field of healthcare administration
- Resume
- Biography
- Results of Clifton Strengths Survey with analysis of ideal career path
- List of potential preceptors contacted/results, dates, etc.
- Correspondence log with each preceptor, including cover letters, thank you notes, etc.

6. ASSIGNMENT #6 – THREE INTERVIEWS

The student will secure at least three interviews and complete a self assessment to include:

- Name and title of interviewer – position sought
- Overall assessment of the interview (strengths, weaknesses, what done differently, next steps, results)

USC GRADING POLICY

Satisfactory performance in this class requires that you read all materials assigned for each class session prior to the class meeting days listed on the syllabus; effectively participate in the seminar discussions and class activities; analyze all assigned problems and case studies with sufficient preparation to engage in critical thought and discussion; and make oral and written presentations of cases and problems.

As per USC and Price School guidelines, course grades sufficient for minimum passing of the MHA capstone will be letter grades of A for work of excellent quality, B for work of good quality. All submitted work should be emailed to the TA.

| GRADE | CRITERIA |
|-------|---------------------------------------|
| A | Work of excellent quality |
| B | Work of good quality |
| C | Minimum passing for graduate credit |
| D | Failed in courses for graduate credit |
| F | Failed |

ADDITIONAL POLICIES

Incomplete (IN) is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). **Registrar’s Note:** Recommended definition of emergency: “A situation or event which could not be foreseen and which is beyond the student’s control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than

15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If it is not completed within the specified time limit, marks of IN will automatically become a marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete.

PPD 512, HEALTH ADMINISTRATION RESIDENCY SEMINAR, COURSE OUTLINE

FINAL DATES SUBJECT TO SPEAKER AVAILABILITY

| Week | Date | Topic | Guest Speaker(s) |
|------|------|--|---|
| 1 | 1/10 | Introduction to PPD 512 | |
| 2 | 1/17 | Clifton Strengths – Read Forward through Chapter 2 of <u>Exceptional Leadership</u> | Valerie Savior |
| 3 | 1/24 | Resident Speaker Panel – Chapters 1-3 of <u>Millennials in the Workplace</u> – Complete exercises on pages 58-59 | Lane, Sanchez, Mizrahi, Soni |
| 4 | 1/31 | Recruiters’ Perspective – Read Cornerstone 2 Section, “Compelling Vision” of <u>Exceptional Leadership</u> , pages 29-65 | James Gauss |
| 5 | 2/7 | Keck/USC Health – Assignment: Read Chapter 4, “Work Environment Preferences in <u>Millennials in the Workplace</u> , pages 67-97, Complete Exercise 3, pages 92-94 | |
| 6 | 2/14 | CHLA – Assignment: Initiate building your resume and complete biography | |
| 7 | 2/21 | Resume review – Showcase Preparation | |
| 8 | 2/28 | Residency Showcase | |
| 9 | 3/7 | The Interview Process – Capturing Attention and Impressing the Interviewer. Complete Self Development Plan as it pertains to the residency – Appendix B of <u>Exceptional Leadership</u> | |
| 10 | 3/14 | Spring Recess | |
| 11 | 3/21 | Physician Organizations – Read remainder of <u>Millennials in the Workplace</u> | Prospect Medical Systems/AltaMed/Providence Medical Institute |
| 12 | 3/28 | Integrated Healthcare Organizations Reading Assignment: Chapters 6-8 of <u>Exceptional Leadership</u> | Providence/Kaiser |
| 13 | 4/4 | Consulting Firms | COPE Health |

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| 14 | 4/11 | Reading Assignment: Chapters 9-10 of <u>Exceptional Leadership</u> Post Acute/Wellness | Solutions/Alvarez & Marsal |
| 15 | 4/18 | Reading Assignment: Chapters 11-13 of <u>Exceptional Leadership</u> Advocacy | Partners in Care/Silverado Sr Living CAPG |
| 16 | 4/25 | Reading Assignment: Chapters 13-16 of <u>Exceptional Leadership</u> Lessons Learned | Michael Low |
| 17 | 5/2 | Exam Week | |



**STUDENT JUDICIAL AFFAIRS AND
COMMUNITY STANDARDS**

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

| Violation | Recommended Sanction for Undergraduates* |
|---|--|
| Copying answers from other students on any course work. ** | F for course. |
| One person allowing another to cheat from his/her exam or assignment. | F for course. |
| Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor. | F for course. |
| Continuing to write after exam has ended. | F for course. |
| Taking exam from room and later claiming that the instructor lost it. | F for course and recommendation for further disciplinary action (possible suspension). |
| Changing answers after exam has been returned. | F for course and recommendation for further disciplinary action (possible suspension). |
| Fraudulent possession of exam prior to administration | F for course and recommendation for suspension. |
| Obtaining a copy of an exam or answer key prior to administration | Suspension or expulsion from the university; F for course |
| Having someone else complete course work for oneself. | Suspension or expulsion from the university for both students; F for course. |
| Plagiarism – Submitting other’s work as one’s own or giving an improper citation. | F for course. |
| Submission of purchased term papers or papers done by others. | F for the course and recommendation for further disciplinary action (possible suspension). |

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|---|---|
| Submission of the same assignment to more than one instructor, where no previous approval has been given. | F for course. |
| Unauthorized collaboration on an assignment. | F for the course for both students. |
| Falsification of information in admission applications (including supporting documentation). | Revocation of university admission without opportunity to reapply. |
| Documentary falsification (e.g., petitions and supporting materials; medical documentation). | Suspension or expulsion from the university; F for course when related to a specific course |
| Plagiarism in a graduate thesis or dissertation. | Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. *** |

* Assuming first offense

** Exam, quiz, tests, assignments or other course work.

*** Applies to graduate students