

PPD 512: RESIDENCY SEMINAR
Spring 2020 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 15, 2020 and ending May 13, 2020

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

Course Learning Objectives	Cognitive / Affective Domain	Level
1. Identify and list key professionalism characteristics that would make them competitive for health management residencies	Cognitive	Knowledge/ Remembering
2. Determine the key skills and abilities required for specific residencies, and assess how their personal skills and abilities match	Cognitive/ Affective	Analysis/ Organizing
3. Demonstrate their ability to interview for residencies	Affective	Characterization by Value
4. Describe the characteristics of the residency that would best meet their career goals and identify at least three such opportunities	Affective	Organizing
5. Assess their skills and abilities on line and offer three to five specific strengths that they seek to emphasize in a residency	Cognitive/ Affective	Characterization by Value
6. Assess their personal performance in residency interviewing	Affective	Organizing

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. Gallup and Rath, Tom. (2008). *Strengths Based Leadership (Great Leaders, Teams and Why People Follow)*. ISBN: 978-1-59562-025-5
3. Gallup Clifton Strengths Survey -- <https://www.gallupstrengthscenter.com> Account will be created for each student to complete the survey.

PPD 512, HEALTH ADMINISTRATION RESIDENCY SEMINAR, COMPETENCY OUTLINE

MHA Competency	Level (B//A)	Course Objective(s)	Assessment Methods
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.	I	1, 5-6	Development of 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.	I	2	Prepare personal biographies and resume, present elevator pitch to fellow students (do they respond to question?)
Domain 6: Leadership			
6.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	I	3-4	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 22, 2020/ Write up re: leadership domains: March 25, 2020	10%
Complete Biography, Elevator Speech	February 21, 2020	10%
Complete Resume for Residency Showcase	February 21, 2020	10%
Participate in Residency Showcase	March 5, 2020	10%
Turn in Residency Search Journals/Notebooks	April 29, 2020	30%
Secure at least three interviews	May 8, 2020	20%
Class Participation/Attendance	Throughout	10%
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/ELEVATOR SPEECH

Following the presentation by utilizing the findings of the Clifton Strengths Survey, the student will be able to draft a brief biography and elevator speech 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 of performance at the Showcase (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.
- Interview Assessments (see Item #6).

6. ASSIGNMENT #6 – THREE INTERVIEWS (AS PART OF THE JOURNAL)

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)

GRADING RUBRICS

JOURNAL

	Excellent	Good	Fair	Poor
Content	Provides clear, well-written progression towards securing a residency, including excellent, critical self-analysis of performance, with demonstrated improvement with each progressive search/interview. Clearly articulates organizations, position descriptions, contacts, including communication/correspondence.	Provides clear progression towards securing a residency, including mostly critical self-analysis of performance, with some demonstrated improvement with each progressive search/interview. Names organizations, position description, contacts, including communication/correspondence.	Provides basic information on each organization, including people. Self evaluation meets minimal standards, with no demonstrated improvements provided. Communication/correspondence provided, but not in a logical format.	Provides scant amount of information, with little or no self-evaluation of search performance. Information on organizations, interview participants, and results are minimally presented or missing.
Comprehensibility	Can understand all of what is being communicated.	Can understand most of what is being communicated.	Can understand less than half of what is being communicated.	Can understand little of what is being communicated.
Organization	Journal entry is logical and effective. Includes all required components in an organized and logical fashion.	Journal entry is generally logical and effective with a few minor problems. Includes all required components in an organized and logical	Journal entry is somewhat illogical and confusing in places. Some required components missing.	Journal entry lacks logical order and organization. Missing more than half of required components.

		fashion.		
Effort	Exceeds the requirements of the assignment and have put care and effort into the process.	Fulfills all of the requirements of the assignment.	Fulfills some of the requirements of the assignment.	Fulfills few of the requirements of the assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Journal is highly polished; no grammar or spelling errors.	Journal is polished; maximum of one grammar or spelling error.	Journal is adequate; maximum of two grammar or spelling errors.	Inadequate discussion; more than two spelling or grammar errors.

CLASS PARTICIPATION/ATTENDANCE

	Excellent	Good	Fair	Poor
Contributions	Routinely provides useful ideas and questions when participating in the classroom. A definite leader who contributes a lot of effort and who makes class discussions better.	Usually provides useful ideas and questions when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas and questions when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas and questions when participating in classroom discussion. May refuse to participate or is frequently absent from class.
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work. Students feel safe participating in her presence.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Preparedness & Focus	Always comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work at start of class. Consistently stays	Very rarely late, almost always brings needed material to class, almost always follows classroom procedures and is ready to work at start of class.	Sometimes late to class, often brings materials but sometimes needs to borrow. Usually follows procedures and is usually in her seat ready to work start of class.	Frequently late to class or absent, rarely brings needed materials and/or is rarely ready to get to work by the start of class.

	focused on in-class work and what needs to be done. Self-directed and highly motivated. Will regularly seek advice, feedback on work.	Focuses on in-class work and what needs to be done most of the time. Will occasionally seek advice, feedback on work	Focuses on the task and what needs to be done some of the time.	
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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
C-	Failed in courses for graduate credit

PPD 512, HEALTH ADMINISTRATION RESIDENCY SEMINAR, COURSE OUTLINE

FINAL DATES SUBJECT TO SPEAKER AVAILABILITY

Week	Date	Topic	Guest Speaker(s)
1	1/15	Introduction to PPD 512	
2	1/22	Clifton Strengths – Read Forward through Chapter 2 of <u>Exceptional Leadership</u> . Complete Clifton Strengths Assessment	Valerie Savior
3	1/29	Consultants’ Perspective/Resume and Biography Building – Read Cornerstone 2 Section, “Compelling Vision” of <u>Exceptional Leadership</u> , pages 29-65	ECG Management, COPE Health/Tarzana Med Ctr – Providence St. Joseph
4	2/5	Keck/USC Health/SCAN/Cedars Sinai – Assignment: Read Introduction and Part One, “Investing in Your Strengths” <u>Strengths Based Leadership</u>	Keck/Vedugo/SCAN/UCLA/Cedars-Sinai (Pt Experience)
5	2/12	CHLA/Alternative Healthcare Organizations. Assignment: Read Introduction and Part Two, “Maximizing Your Team” <u>Strengths Based Leadership</u> , pages 19-76	CHLA/OneLegacy/Cedars-Sinai/Huntington Hospital/City of Hope

6	2/19	Physician Organizations/Kaiser – Assignment: Complete building your resume and biography – Submit to class and to Jennifer Kim	Kaiser/AltaMed/LA County Dept of Health Srvs
7	2/26	Interview Prep – Showcase Preparation Reading Assignment: Read all the Sections at: https://careers.usc.edu/students/interviewing/	Dom Alletto – Career Services/Partners in Care
8	3/4	Perspective from 2 nd Year MHA Students. Last Minute Preparation for the Showcase	SHC Panel
	3/5	Residency Showcase	Thursday Evening
9	3/11	The Interview and Follow-Up Process – Capturing Attention and Impressing the Interviewer/Managing Student Debt. Complete Self Development Plan as it pertains to the residency – Appendix B of <u>Exceptional Leadership</u>	Catherine Graham, The Financial Aid Shop
10	3/18	Spring Recess	
11	3/25	Excel and PowerPoint Workshop. Assignment: Read Part Three: “Understanding Why People Follow” and “Conclusion: Leadership That Lasts Beyond a Lifetime,” <u>Strength Based Leadership</u> , pages 77-101. Then on pages 103-235, find your 5 strengths. Based on this information, write up the following: - List your five strengths. - Where does that place you on the four domains of Leadership Strength? - Does it fit your perceived persona? - Do suggestions for your strengths resonate with you? - How does this affect your thoughts on a residency/career? Turn in this write up and also place it in your journal	
12	4/1	Expectations for Professional Behavior Chapters 6-8 of <u>Exceptional Leadership and Managing Student Debt</u>	James Gauss
13	4/8	Managing Upward. Reading Assignment: Chapters 9-10 of <u>Exceptional Leadership</u>	
14	4/15	Maximizing Your Team Reading Assignment: Chapters 11-13 of <u>Exceptional Leadership</u>	Dom Aletto -- Fellowships
15	4/22	Conflict Resolution Reading Assignment: Chapters 13-16 of	

<u>Exceptional Leadership</u>		
16	4/29	Lessons Learned. Reading Assignment: Additional Resources, <u>Strength Based Leadership</u> , pages 247-256.
17	5/8	Exam Week

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/>

Each guest speaker will address its organization's policy addressing diversity, as well as provide employment statistics demonstrating efforts to meet diversity goals and objectives. Tabs 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.

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.