

**PPD 512: RESIDENCY SEMINAR**  
**Spring 2025 Semester, VPD 105, 2 units**

**Instructor: Michael Low, MPA**

**Office Hours:** Wednesday, 5:00-6:00 pm or scheduled via Zoom

**Email:** LowMK@USC.edu

<b>Class Dates &amp; Times</b>
<b>Wednesday evenings, 6:00 – 7:50 pm, beginning January 15, 2025, and ending May 14, 2025</b>

**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**

<b>Course Learning Objectives</b>	<b>Cognitive / Affective Domain</b>	<b>Level</b>
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* (2<sup>nd</sup> 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
<b>Domain 2: Critical Thinking and Analysis</b>			
<b>2.1</b> 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, considering personal strengths, available residencies, and values to prioritize choices
<b>Domain 5: Communication</b>			
<b>5.1</b> 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?)
<b>Domain 6: Leadership</b>			
<b>6.1</b> 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, 2025/ Write up re: leadership domains: March 26, 2025	10%
Complete Biography, Elevator Speech	February 19, 2025	10%
Complete Resume for Residency Showcase	February 19, 2025	10%
Participate in Residency Showcase	March 5, 2025	10%
Turn in Residency Search Journals/Notebooks	April 30, 2025	30%
Secure at least three interviews	May 14, 2025	20%
Class Participation/Attendance	Throughout	10%
<b>TOTAL</b>		<b>100%</b>

### 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

In addition, on March 20, students shall evaluate their five strengths and determine their four domains of leadership and suggestions for their strengths. Does this align with your thoughts for a residency/career?

#### 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 28<sup>th</sup>. 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 28<sup>th</sup> 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	Journal entry is generally logical and effective with a few	Journal entry is somewhat illogical and	Journal entry lacks logical order and organization.

	components in an organized and logical fashion.	minor problems. Includes all required components in an organized and logical fashion.	confusing in places. Some required components missing.	Missing more than half of required components.
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
<b>Contributions</b>	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.
<b>Attitude</b>	Student is always respectful of his or herself, 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.
<b>Preparedness &amp; Focus</b>	Always comes to class on time, follows all classroom procedures, brings	Very rarely late, almost always brings needed material to class,	Sometimes late to class, often brings materials but sometimes needs	Frequently late to class or absent, rarely brings needed materials

	needed materials to class and is always in her seat ready to work at start of class. Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated. Will regularly seek advice, feedback on work.	almost always follows classroom procedures and is ready to work at start of class. Focuses on in-class work and what needs to be done most of the time. Will occasionally seek advice, feedback on work	to borrow. Usually follows procedures and is usually in her seat ready to work start of class. Focuses on the task and what needs to be done some of the time.	and/or is rarely ready to get to work by the start of class.
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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	Astrana Health/OneLegacy
2	1/22	Clifton Strengths – Read Forward through Chapter 2 of <u>Exceptional Leadership</u> . Complete Clifton Strengths Assessment	Thomas Eng, USC Price Career Services/Huntington Hospital/MemorialCare
3	1/29	Resume and Biography Building – Read Cornerstone 2 Section, “Compelling Vision” of <u>Exceptional Leadership</u> , pages 29-65	Providence St. Joseph, Providence St. John Phys Partners/Providence Health Network/Curana Health
4	2/5	Keck/USC Health/Verdugo/Torrance Memorial – Assignment: Read Introduction and Part One, “Investing in Your Strengths” <u>Strengths</u>	Keck/Verdugo/Torrance Memorial

		<u>Based Leadership</u>	
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/ City of Hope/SCAN/ Rancho Los Amigos National Rehab Center/Northridge Hospital
6	2/19	Physician Organizations/Kaiser – Assignment: Complete building your resume and biography – Submit to class and to Jennifer Kim	Kaiser/UCI/ UCLA/Olive View Med Ctr
7	2/26	Interview Prep – Showcase Preparation Last Minute Preparation for the Showcase Reading Assignment: Read all the Sections at: <a href="https://careers.usc.edu/students/interviewing/">https://careers.usc.edu/students/interviewing/</a>	Dom Alletto – Career Services/ Cedar-Sinai/Pediatric Associates
8	3/5	Residency Showcase	
9	3/12	The Interview and Follow-Up 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	3/26	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	
11	4/2	Expectations for Professional Behavior Chapters 6-8	
12	4/9	Managing Upward/Conflict Resolution Reading Assignment: Chapters 9-10 of <u>Exceptional Leadership</u>	
13	4/16	Maximizing Your Team Reading Assignment: Chapters 11-13 of <u>Exceptional Leadership</u>	Thomas Eng -- Fellowships

14	4/23	Reading Assignment: Chapters 13-16 of <u>Exceptional Leadership</u>
15	4/30	Lessons Learned. Reading Assignment: Additional Resources, <u>Strength Based Leadership</u> , pages 247-256.
16	5/7-14	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](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](mailto: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](http://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 mark 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.