HEALTH ADMINISTRATION, (MHA)

Program Overview
The Master of Health Administration (https://www.jhsph.edu/departments/health-policy-and-management/degree-programs/master-of-health-administration/) is a professional degree, preparing future healthcare executives for management and leadership positions dedicated to improving health and health service delivery across all sectors. The Hopkins program focuses on the U.S. healthcare system and is well-suited for early-careerists interested in managerial and leadership positions within hospitals and health systems, the health insurance industry, and consulting firms.

The accelerated two-year residential cohort program is designed specifically for the early careerist. The curriculum includes one year of full-time academic coursework followed by a full-time, 11-month compensated administrative residency with faculty preceptors designed to provide direct experience through hands-on learning. The curriculum is founded on principles of innovation and strategic problem-solving, and develops the analytical, technical, and management skills required to improve the quality, cost-effectiveness, and integration of health and health care organizations and systems.

The full-time residential program has a required residency component during the 2nd year of the program. The program has partnerships with local and national organizations providing the full-time paid residency positions, many exclusive to Bloomberg students. However, because many of the residency sites have rules prohibiting placement of non-U.S. citizens and non-permanent residents, the program cannot guarantee placement of international students and thus the ability to successfully complete the degree program requirements for graduation. Therefore, non-U.S. citizens and non-U.S. permanent residents should carefully consider these possibilities before applying to or accepting an offer of admission from the full-time residential program.

Program Accreditation
The program's curriculum, accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), provides for the development of conceptual, quantitative, and applied skills essential to lead contemporary health care organizations.

Program Administration
Program Director: Mark J. Bittle, DrPH, MBA, FACHE (https://www.jhsph.edu/faculty/directory/profile/1047/mark-j-bittle/)
Associate Director: Conan Dickson, PhD, FACHE (https://www.jhsph.edu/faculty/directory/profile/1868/conan-dickson/)
Assistant Director: Karen Charron, MPH, BSN (https://www.jhsph.edu/faculty/directory/profile/810/karen-r-charron/)
Sr. Academic Coordinator: Keasha Wormley, MA

Bachelor’s/MHA
The Johns Hopkins University, in conjunction with the Bloomberg School, offers a combined Bachelor's degree and Master of Health Administration (MHA) degree. The combined degree programs have been tailored to prepare students for a range of careers, including public health, healthcare management, and medicine.

JHU undergraduate students have the unique opportunity to seek early admission to the MHA degree. The combined Bachelor’s/MHA program emphasizes innovation and strategic problem-solving by applying analytical, technical, and management skills required to improve the quality, cost-effectiveness, and integration of healthcare organizations and systems. Students in this program will receive co-advising from both schools to optimize their academic experience.

Successful applicants will demonstrate relevant experience in the U.S. health care system (paid or volunteer), strong analytical skills, and/or demonstrate a passion for, and a desire to lead, health and health care delivery transformation in the U.S. Applicants must provide evidence of strong quantitative skills as reflected by undergraduate course work in college algebra, calculus, and/or statistics with a minimum 3.0 GPA.

While not required, it is also strongly recommended that applicants take EN.660.203 Financial Accounting. Those who earn a "B" in this course and pass a waiver exam do not need to take the required MHA course PH.312.617 Fundamentals of Financial Accounting.

Applicants who are admitted and have not completed an undergraduate microeconomics course are required to complete a course before matriculating.

Requirements
Bachelor’s/MHA degree applications should be submitted through SOPHAS Express by the July 1st between junior and senior years. Bachelor’s/MHA students must be accepted before the start of their senior year. Please note that admitted students must complete the Bachelor’s degree before formally matriculating in the Bloomberg School of Public Health.

Bachelor’s/MHA applicants must submit the following:

- Transcripts from Johns Hopkins University and, if applicable, transcripts from any other college-level institutions students have attended.*
- Three letters of recommendation.
- Resume or curriculum vitae.
- Statement of purpose and objectives. The Statement of Purpose should provide a compelling rationale for admittance and focus on the applicant’s relevant health care experience (volunteer or paid), leadership potential, and early career goals.

*Students may upload unofficial transcripts in the document section to expedite the application review process; however, admitted students must submit an official transcript before they can matriculate into the program.

For more information on the Bachelor’s/MHA program, contact Assistant Director, Karen Charron, or visit our website (https://www.jhsph.edu/departments/health-policy-and-management/degree-programs/master-of-health-administration/ba-mha/).

MHA Program Requirements
Course location and modality is found on the BSPH website (https://publichealth.jhu.edu/academics/course-directory/coursesection-numbers-explained/).

Core Curriculum
The MHA program requires a minimum 79 credits of didactic coursework. All required courses must be taken for a letter grade except for courses only offered as pass/fail.
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<tr>
<th>Course</th>
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<tr>
<td>PH.550.860</td>
<td>Academic &amp; Research Ethics at BSPH</td>
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<tr>
<td>PH.552.601</td>
<td>Foundational Principles of Public Health 1</td>
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<td>PH.552.603</td>
<td>The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health</td>
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**CEPH Required Courses**

The following required courses may be taken in either Year 1 or 2. All eight courses, (an additional 4 credits beyond the MHA requirements) are required before graduation. Some courses, indicated below, may be held prior to First Term. Those courses will count toward First Term registration.

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**Administrative Residency**

In the second year of the program, students continue to register full-time while their 11-month full-time, paid administrative residency in a healthcare management setting. While the actual organizations may vary, the sectors include community hospitals, university-affiliate hospitals, investor-owned hospitals, physicians' medical practices, consulting firms, long-term care facilities and managed care organizations.
The MHA program has a residency placement process partnering students with local and national organizations providing administrative residency positions, many exclusive to JHU students. Residency “showcases” are scheduled throughout the fall of the first year for students to meet the preceptors and discuss the organization and residency prior to the interview and selection process. Residencies are only available to U.S. citizens and U.S. permanent residents.

The residency provides students with healthcare management experience in which the student applies the knowledge and skills learned in the program’s coursework. The residency experience is supervised by an on-site faculty preceptor and an MHA program adviser. During the residency year, students are required to submit reports that consist of an educational goals paper, three progress reports, a residency critique, summary of accomplishments and a final capstone paper. In addition, students will have the opportunity to present their capstones to their classmates and program faculty during the 4th term.

In year two, students must register for a total of 60 credits of PH.312.810, MHA Residency, in addition to other courses. A minimum of 16 credits per term is required to be considered full-time. Student evaluation is based on the completed and timely submission of all assignments as well as continued satisfactory performance in the residency site as determined by the on-site preceptor and the program directors.

All students in the MHA program who have a minimum of three years of post-graduate clinical experience and plan to return to their clinical responsibilities after graduation may, with approval of the MHA Program Office, complete a case study or project at their workplace in lieu of a separate residency.

Capstone Guidelines

The MHA Capstone provides an opportunity for students to integrate the knowledge that they have gained through their course work and residency. The program offers three options for the Capstone: a case study of a major project from their administration residency, submission of an acceptable paper for the Stull competition, or participation in the UAB case competition. All students will register for 1 credit of PH.312.862 MHA Capstone in Term 4 and present their Capstone topics and findings in May.

Option #1: A Case Study from the Administrative Residency

Students who choose the case study option will report on a major initiative in which they were involved during their administrative residency. They are expected to provide a thorough analysis of the situation or problem that the organization faced, a description of the alternative approaches that the organization considered (if it did so), a description of the initiative that was adopted, presentation of data regarding the results of the initiative, and a thorough analysis of whether or not the initiative succeeded (including lessons learned). The case study should incorporate theories, concepts, knowledge, and practice relevant to the healthcare management field of study. (This option differs from a classroom-based case study in which issues are presented and questions provided to assist the student in resolving a problem.)

Deliverables

Students should submit their proposal for the case study to their CoursePlus portfolio by the first week of Term 2. The proposal (approximately 500 words) should describe the problem(s) facing the organization, the context of the problem within the healthcare system, the initiative undertaken by the organization, and the measures of success used by the organization. Students are encouraged to consult with their academic advisers throughout the year to ensure that the case study will meet expectations.

Students should submit their case to the CoursePlus Portfolio by the beginning of Term 3. Case studies should be written in the beginning of Term 3. Case studies should be written in MLA or APA Style format (12pt sans serif type face, e.g. Arial or Garamond, one-inch margins and double-spaced), and should include references from sources outside the organization (such as peer-reviewed and scholarly journals as well as other periodicals, books, newspapers articles, and government documents).

Students should submit PowerPoint slides for the Capstone Symposium to the CoursePlus Portfolio by the last Friday in April.

Examples of excellent case studies from previous students are posted on the MHA Residency CoursePlus site.

Evaluation of Case Studies

Faculty will evaluate the case study using a quality rubric posted on the CoursePlus Portfolio focused on these four areas:

1. Central idea
2. Literature review and analytical support
3. Organization
4. Mechanics

Option #2: Submission of Paper for Stull Essay Competition

Students may choose to submit a paper for American College of Healthcare Executive’s (ACHE’s) Richard Stull Student Essay Competition in the Fall. The specifications for the paper are described on ACHE’s website. Proposals should be submitted to the CoursePlus Portfolio no later than October 1. Final manuscripts should be submitted to the CoursePlus Portfolio no later than November 1. The program office will select the best paper for submission to ACHE in early December.

Option #3: Participation in the UAB Case Competition

Three students will be selected to represent the program at the annual Health Administration Case Competition held at the University of Alabama at Birmingham (UAB) in February. Participation in this event fulfills the capstone requirement. Team members are identified in early October.

Capstone Symposium

All students are expected to present the results of their Capstone in May, regardless of which option they choose. Each student will have no more than 15 minutes to present the topic and findings of their Capstone to classmates and faculty. The content should be no more than 10 minutes with approximately two (2) minutes of Q&A.

MHA Program Policies

Please view the HPM Departmental Policies for details on program satisfactory academic progress, course waivers and the Masters Tuition Scholarship (MTS).

The following program prerequisites apply to students enrolled in the HPM MHA program only.

1. Incoming students who have not completed an undergraduate microeconomics course are required to complete a course in this area before matriculating. The MHA program office will provide online
course options to help you fulfill this prerequisite. Please contact the program office for more information.

2. Incoming students may want to consider completing a business accounting course, similar to the Hopkins course EN.660.203 Financial Accounting, prior to matriculation. Those who earn a "B" or better and pass a waiver exam will not need to take the required course PH.312.617 Fundamentals of Financial Accounting.

### MHA Learning Outcomes

#### Program Competencies

It is the program's goal that by the time students have successfully completed the course work and administrative residency, they will have mastered the competencies outlined in the following domains.

#### Health and Healthcare Environment

- **Legal and Regulatory Environment**: Explain federal, state and local laws and regulations affecting the delivery of health care and related services.
- **Financing Environments**: Analyze the healthcare financing and economic environments, including regulation and processes applicable to public and private payers.
- **Health Policy Environment**: Analyze the effects of health policy on providers, payers and populations and its implications for organizational response and change.
- **Provider Environment**: Describe the array of key provider organizations and health professions and their implications for the quality and cost of care of individuals and populations.
- **Public Health**: Establish goals and objectives for improving health outcomes that incorporate an understanding of the social determinants of health and the socioeconomic environment in which the organization functions.

#### Management

- **Financial Capability**: Apply financial and accounting information and analytical tools to evaluate short and long term options and goals and monitor financial performance.
- **Budget Management**: Apply key accounting principles to prepare, monitor and manage budgets.
- **Market Analysis**: Apply economic models to analyze health care sector events, developments and trends, and plan accordingly.
- **Operatives Management and Performance Measurement**: Apply quantitative and qualitative tools and models to analyze, evaluate and improve an organization's service orientation, patient safety and quality processes and outcomes.
- **Knowledge Management**: Create management structures that apply, analyze, evaluate and convey information (gathered from both human and technological sources) to facilitate organizational decision making.
- **Population Health Management**: Apply epidemiological, biostatistical and evidence-based methods to improve health system performance at the population-level. Use vital statistics and core health indicators to guide decision-making and analyze health trends of the population to guide the provision of health services.
- **Workforce Systems**: Organize and manage the workforce utilizing key performance indicators and employee engagement metrics.
- **Workforce Management**: Direct the operation of a business segment through the development of the workforce's knowledge, skills, abilities and competencies.
- **Health Services Management**: Explain the various organizational structures of health care delivery, funding mechanisms and the way that health care services are delivered.
- **Strategic Thinking and Management**: Provide overall direction to the enterprise, including specifying the organization's objectives, developing policies and plans designed to achieve these objectives, and then allocating resources to implement the plans.
- **Systems Thinking**: Describe the analyze an organization form a systems perspective (i.e., as a complex set of cause and effect relationships).
- **Governance**: Explain how to create and maintain a system of governance that ensures appropriate oversight of the organization.

#### Leadership

- **Innovation and Creativity**: Facilitate diversity of thought in pursuit of developing new ideas, creating an entrepreneurial spirit and identifying break-through opportunities to significantly enhance organization performance.
- **Leading Change**: Promote ongoing organizational learning, champion organizational change when necessary and manage the resources necessary to accomplish the change.
- **Influence**: Promote the ideas and help shape the opinions and actions of others by: Understanding their needs, interests and concerns through questioning thoughtfully and listening empathetically; Communicating clearly both in writing and orally; and Delivering persuasive and organized presentations.
- **Team Leadership**: Develop team-oriented structures and systems to promote team performance, balance giving direction and support for team processes and promote consensus to achieve goals.
- **Organizational Leadership**: Articulate and communicate the mission, objectives and priorities of the organization to internal and external stakeholders and entities.
- **Cultural Engagement**: Create an organizational climate built on mutual trust and transparency, establish and communicate a compelling vision and hold oneself and others accountable for achieving organizational goals.

#### Relationship Management

- **Interpersonal Understanding**: Exercise the use of empathy, listening and diagnostic behavior in order to understand others' interests, concerns, needs and non-verbal behavior.
- **Relationship Management**: Develop and maintain collaborative relationships and shared decision-making with key leaders, colleagues and stakeholders to achieve organization and personal goals.
- **Collaboration**: Facilitate a work environment focused on a shared purpose or goal, encouraging colleagues to work effectively with others, demonstrating enthusiasm for a collaborative solution and communicating a shared sense of ownership and autonomy.

#### Standards of Professional Behavior

- **Professionalism**: Demonstrate high ethical conduct, integrity, transparency and accountability for one's actions and respect for others.
- **Initiative**: Take action without being asked and offer solutions/options when presenting problems.
- **Advocacy**: Advocate for the rights and responsibilities of patients and their families.
• **Professional Development**: Demonstrate commitment to self-development including continuing education, networking, reflection and personal improvement.

• **Self-Awareness**: Be aware of one’s own assumptions, values, strengths and limitations.

• **Mentoring**: Develop others by mentoring, advising, coaching and serving as a role model.

### CEPH-Defined Foundational Public Health Learning Objectives

The curriculum for the MHA program includes coursework that has been approved to meet the foundational public health knowledge learning objectives (https://e-catalogue.jhu.edu/public-health/ceph-requirements/) in the *Profession & Science of Public Health and Factors Related to Human Health* domains as required by the Council on Education for Public Health (CEPH).